

# **1997-98 Louisiana Progress Profiles**

## *District Composite Report*

### **St. Landry Parish**

Published March 1999

Prepared by the  
Louisiana Department of Education  
Office of Management and Finance  
Division of Planning, Analysis, and Information Resources

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**Louisiana Department of  
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The passage of the Children First Act in 1988 ushered in a new generation of analysis and research about the overall quality and condition of education in Louisiana. As the national reform of education continues to evolve, Louisiana is steadfast in its commitment to quality education and school accountability.

*Progress Profiles* (*School Report Cards*, *District Composite Reports*, and the *State Report*) provide information about schools to parents and the general public, provide a basis for educational planning, and increase educational accountability at all levels. By providing policy makers, parents, and other interested citizens valuable information on the inputs, processes, and outcomes of public education, these documents also offer a valuable resource for advancing school improvement.

The Progress Profiles Program, which is administered by the Louisiana Department of Education (LDE), Office of Management and Finance, Division of Planning, Analysis and Information Resources, was founded on the premise that educational improvement is most successful when parents, school staff, and policy makers have access to accurate information on a wide range of factors believed to influence student learning. The indicators included in the *Progress Profiles* were carefully selected because they:

- have been demonstrated through school effectiveness research to be related to student learning;
- represent key features of schooling that can be influenced by parents, school staff, and policy makers, and thus are useful for school improvement purposes; and
- yield the maximum amount of accurate and essential information possible without posing undue reporting burdens at either the school or district level.

To offer the most comprehensive overview possible and serve the specific needs of varied audiences, three levels of reporting are provided.

1. *School Report Cards* are tailored to the needs of parents and the general public. For 1997-98, *School Report Cards* were produced for **1,414 of 1,445** public elementary, middle/junior high, high, and combination schools statewide.
2. *District Composite Reports* are produced for all 66 Louisiana public school districts. The most detailed and comprehensive of the three levels of reporting, these reports offer local and state-level policy makers longitudinal data.
3. The *Louisiana Progress Profiles State Report* is best suited to the needs of the general reader because it provides a succinct overview of the major characteristics of Louisiana education based on *School Report Card* findings.

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*“Any effort to improve schools must be designed to meet the goal of creating an active, thinking curriculum in specific disciplines, and success should be judged by whether increasing numbers of students reach agreed-upon performance standards.”*

—Bill Honig

*Phi Delta Kappan*, June 1994

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## Purpose of the *District Composite Report*

The purpose of the *District Composite Report* is to provide information relevant to the condition of education in Louisiana. This report provides detailed longitudinal information on various indicators as well as analysis of data where feasible. It serves as an effective tool to aid policy makers and district administrators in identifying opportunities for school improvement.

## Organization of this Report

The summary tables following this introduction offer district-level information for all indicators. In addition to quick-reference tables at the front of this report, district socioeconomic and demographic data are provided to aid readers. Financial information is included to give a more complete picture of Louisiana school districts.

The remainder of the report is organized into five parts, each encompassing a series of related educational indicators.

- *Part 1. District Summary.* School performance is influenced by community socioeconomic characteristics and by the level of local financial support for public education. Part 1 therefore presents parish (as opposed to district) demographic and socioeconomic indicators ranging from household income distribution and teen pregnancy rate to district revenue, expenditures, and average teacher salaries. District summary tables of all *Profile* indicators also are provided in Part 1.
- *Part 2. School Characteristics.* The context within which students are educated and the level of educational resources available to them impact learning. Part 2 focuses on key educational “inputs” and resources at the school level, i.e., the size of the student body and faculty, the school’s category (e.g., elementary schools, middle schools, etc.), class sizes, and the academic preparation of faculty.
- *Part 3. Student Participation.* For students to receive an education, they must first have the opportunity to learn; thus, the extent to which students are present and actively engaged in schooling is of vital importance (Oakes, 1989). Part 3 presents

three indicators that provide some measure of student participation: attendance, suspensions/expulsions, and dropouts.

- *Part 4. Student Achievement.* Part 4 reports three types of school-level outputs: student performance on 1) reading level evaluation results for grades 2 and 3, which assess students’ ability to read and comprehend on grade level, 2) criterion-referenced tests (CRTs), which measure students’ performance on state-prescribed curricula, and 3) norm-referenced tests (NRTs), which indicate how Louisiana students compare with other students nationally. The Reading Level Evaluation Results reported on the *School Report Cards* are based on the assessment conducted on second and third grade students by their teachers at each profile school. The CRT results reported on the *School Report Cards* are based on student performance on Louisiana Educational Assessment Program (LEAP) tests administered at the third, fifth, and seventh grade levels and on the Graduation Exit Examination (GEE), which is administered in grades 10 and 11. The NRT results, which are also part of LEAP, reflect student performance utilizing two tests: 1) *The Iowa Tests of Basic Skills (ITBS)* which is administered for grades 4, 6, and 8, and 2) *The Iowa Tests of Educational Development (ITED)* which is administered for grades 9, 10, and 11.
- *Part 5. College Readiness.* One goal of elementary-secondary schooling is to ensure that those students seeking an advanced education are adequately prepared for college. The *School Report Cards* present two indicators of college readiness: 1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes, and 2) the percentage of high school graduates who take remedial courses as first-time college freshmen.

A brief narrative, organized as follows introduces each indicator presented in this report:

- an introduction to the indicator and its significance in the study and/or promotion of student learning;

- 
- a description of how data are organized in the accompanying table(s);
  - a description of how data appear in the *School Report Cards*;
  - definitions of key terms, where applicable;
  - formulas/equations used to calculate statistics, where applicable; and
  - the source(s) of the data presented.

A glossary at the end of this report provides operational definitions for key terms.

### **School Categorization**

The mission, organizational structure, and outcomes of schooling vary depending on the level of instruction (i.e., elementary, middle, etc.) (Levine & Lezotte, 1990). In recognition of this, the Profiles Program began in 1993-94 to group schools into four reporting categories based on level of schooling: elementary, middle/junior high, high, and combination (i.e., K-12).

Category comparison statistics are presented by district and for the state as a whole for those indicators that are not reported by grade level; these include class size, attendance, suspension, and expulsion. This homogeneous grouping of schools by level of instruction fosters probably the fairest comparisons; however, district and statewide comparison statistics also are provided.

*Note:* Category comparison statistics are provided for only those indicators that are reported at the school level. There are no category statistics for the testing and dropout indicators, which are reported by grade level and therefore have even greater comparability than those performance data that are reported by category.

All schools receiving 1997-98 *School Report Cards* are placed into one of four categories:

- *elementary*—any school whose grade structure falls within the K-8 range, excludes grades in the 9-12 range, and does not fit the definition for middle/junior high.
- *middle/junior high*—any school whose grade structure falls within the 4-9 range, includes grades 7 or 8, and excludes grades in the K-3 and 10-12 ranges.
- *high*—any school whose grade structure falls within the 6-12 range and includes grades in the 10-12 range, or any school that contains only grade 9.
- *combination*—any school whose grade structure falls within the K-12 range and is not described by any of the above definitions. These schools generally contain some grades in the K-6 range and some grades in the 9-12 range. Examples would include grade structures such as K-12; K-3, 9-12; and 4-6, 9-12.

If a school has been re-categorized due to a change in grade structure, that school's longitudinal data will appear in more than one category. For example, if Central High School had grades 9-12 from 1990-91 through 1992-93, its longitudinal data for those years would appear in the high school category. If Central High School became a K-12 school in 1993-94, its data in 1993-94 and thereafter would appear in the combination school category.

As a convenience to readers, the data tables that are organized by category are cross-referenced. In the above example, the high school category data would refer readers interested in Central High's longitudinal performance to the combination category data and vice versa.

### **Demographic Indicators Associated With Educational Attainment**

Research has shown that demographic and socioeconomic variables affect student achievement. An analysis of the background characteristics of the student population places the school performance indicators in their broader context and helps shed light on the degree of difficulty that certain school districts or states experience in educating their particular student populations. In other

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words, inclusion of the demographic indicators in Part 1 provides a context for interpretation of the outcomes.

The *District Composite Report* presents the following socioeconomic and demographic information at the parish (not district), state and national levels:

- education attainment,
- labor force breakdown,
- unemployment rate,
- per capita income,
- household income distribution,
- population by race,
- single parent households,
- all persons living below the poverty level, and
- teen pregnancy rate.

The data are supplied by the U.S. Bureau of the Census, the Louisiana Department of Health and Hospitals, and Northeast Louisiana University Center for Business and Economic Research.

### **District Financial Overview**

There are many factors which contribute to the overall profile of a school district. Financial information is one of the vital factors which are part of that profile. Inclusion of this information in Part 1 helps the reader understand how a public school district functions, and it provides additional context for the interpretation of educational indicators.

### **Longitudinal Analysis: Tracking School Progress Over Time**

By law, the Progress Profiles Program is required to present six years of data (the current year and the five previous years). These longitudinal school-level data are presented in the *District Composite*

*Report*. Each year, the *Composite Reports* are updated by adding the most current year's data and deleting the data that are more than six years old. The *School Report Cards* and *Progress Profiles State Report*, on the other hand, present only the most current year of data so that parents and policy makers who want a very concise and current snapshot of education performance need not wade through voluminous amounts of information.

Incorporating longitudinal data in the *District Composite Report* enables policy makers to anticipate changes in educational outcomes, not just describe them (Smith, 1988). However, longitudinal reporting does complicate the presentation of data. To assist policy makers in interpreting data, tables in the *District Composite Report* have been formatted as follows:

1. *Cross-sectional data* (i.e., for any given year) are presented vertically in columns. School-to-school comparisons can be made within any given year by scanning up and down columns.
2. *Longitudinal data* are presented horizontally in rows. An individual school's progress on any single variable can be charted over time by scanning left-to-right across columns.
3. Schools are listed in *sequential order*, based on school site code and school category.
4. The 1995-96, 1996-97, and 1997-98 data are shaded as a reminder that 1995-96 was the first year that *Progress Profiles* data were extracted from the Student Information System (SIS), establishing a new baseline year for *Profiles* reporting purposes. **Comparisons between the 1995-96 and subsequent years to previous years' data are strongly discouraged (see box on next page).**

All longitudinal tracking of individual schools should be conducted with caution. Because schools, like other organizations, are constantly evolving, a school's name and/or grade configuration may change over time. Such changes may or may not signal a major change in the character of the school.

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To facilitate longitudinal tracking of individual schools, the six-digit site codes that the LDE assigns to all public schools have been included in all tables. Barring a major change in grade structure at a school, these site codes remain constant over time and therefore are much more reliable identifiers than the school name itself.

In some instances, longitudinal data on a specific indicator are not available for every site due to school openings, closings, and/or reorganizations. Occasionally, an entire indicator may be added. For example, first-time college freshmen data were added to the *School Report Cards* in 1992-93. In instances such as these, the tilde symbol (~) represents “unavailable data.”

Data sometimes are not strictly comparable from one year to the next due to changes in reporting periods, data sources, and/or revisions in indicator definitions. In these instances, the data are footnoted to alert the reader to use caution in drawing longitudinal comparisons.

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## **1995-96 Was A New Baseline Year Comparisons With Prior Years Data Are Strongly Discouraged**

Special caution is urged in comparing 1995-96, 1996-97, and 1997-98 performance information to data from prior years because the Progress Profiles Program underwent two major changes in 1995.

1. **All 1995-96, 1996-97, and 1997-98 Student Participation data (i.e., attendance, suspensions/expulsions, and dropouts), some School Characteristics data (i.e., October 1 membership), and some College Readiness data (i.e., graduates) were taken from the student-level Student Information System (SIS).** The SIS data are much more detailed and more precisely defined than the aggregated data collected in prior years. They are not comparable, however, to the school summary data reported prior to 1995-96.
2. **All Student Participation indicators and most Achievement Indicators (i.e., norm- and criterion-referenced test results) have been expanded to include both regular and special education students.** In previous years, these indicators were limited to regular education students.

As a special caution to readers, the columns of 1995-96, 1996-97, and 1997-98 data are shaded. Data from prior years are presented only for the convenience of readers whose information needs are more historical than comparative.

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## The Challenge: Accurate and Reliable Reporting

Measurement is a process involving both theoretical as well as empirical considerations. Most assuredly, research based on the inadequate measurement of indicators does not result in a greater understanding of the particular indicator (Carmines and Zeller, 1979). Though it is widely recognized that the best educational policy is made when officials have access to accurate information, the use of inaccurate or unreliable data is more dangerous than no information at all. Recognizing this, every effort has been made to ensure the reliability and validity of the data reported on the *Progress Profiles*. Toward that end, LDE and district staff examine each indicator through a meticulous data correction and verification process.

The Progress Profiles Program has grown substantially over the past several years. The LDE has executed an elaborate process for data verification and analysis to ensure that quality is an intrinsic part of each *Progress Profiles* report.

## Satisfying the Need for Analysis

Though all states have some form of educational performance indicator system, the criticism is often heard that too few do anything with the data. “The missing ingredient in most education indicator systems is analysis,” notes Allen Odden. “Analysis is critical; it makes sense of the data, explores relationships among the inputs, processes, and outputs of the educational system, and makes policy recommendations for change” (Odden, 1990).

In keeping with national trends toward supplementing educational indicator systems with policy-relevant analysis, LDE staff research the relationships among various *School Report Card* indicators and explore their utility as predictors of student performance. The results of some analyses are presented in shaded boxes accompanying the narrative introduction to each indicator.

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*LDE research offers statistical support for what teachers and other educators have long assumed: schools that display the highest level of student achievement are schools with a high percentage of student attendance, a low percentage of students suspended, and a low percentage of student dropouts (Franklin and Crone, 1993).*

# *Part 1. District Summary*

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## Parish Socioeconomic And Demographic Overview

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The socioeconomic and demographic composition of the parish may shed light on household situations and thus the educational system of a school district. Issues such as income, poverty rate, single parent households, and teen pregnancy affect family function, which is strongly linked to achievement. This section examines state- and national-level information for each parish socioeconomic and demographic indicator presented.

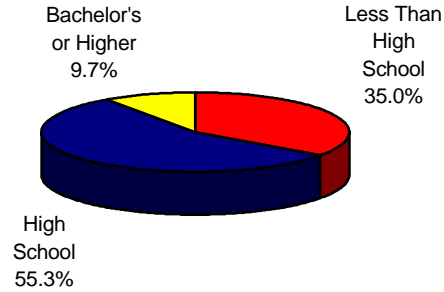
### Definitions

- *Education Attainment*—is divided into three levels:
  1. Less than high school degree: includes persons of compulsory school attendance age or above who are not enrolled in school and are not high school graduates.
  2. High school degree: includes persons whose highest degree is a high school diploma or its equivalent and those who have attempted some college or have received an associate degree. Persons who completed the twelfth grade but did not receive a diploma are not included.
  3. Bachelor's degree or higher: includes those persons who have received a college, university, or professional degree.
- *Labor Force*—is divided into four categories:
  1. White collar: includes persons with executive, administrative, and managerial occupations; professional specialty occupations; technicians and related support occupations; sales occupations; and administrative support occupations, including clerical.
  2. Blue collar: includes persons with precision production, craft, and repair occupations; transportation and material moving occupations; positions held by machine operators, assemblers, and inspectors; and positions held by handlers, equipment cleaners, helpers, and laborers.
  3. Service & Other: includes persons with private household occupations, protective service occupations, and other service occupations.
  4. Agriculture: includes persons who perform farming, forestry, and fishing industry jobs.
- *Household Income Distribution*—is divided into seven major groups. The annual income range begins with below \$15,000 and ends with \$100,000 and above.
- *Population by Race*—is divided into three major groups, white, black, and “other.” The “other” category consists of Native Americans and Asian/Pacific Islanders. It should be noted that, according to the 1990 Bureau of Census data, Hispanic origin can be viewed as the ancestry, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. Persons of Hispanic origin may be of any race and are therefore included in the categories of white, black, and “other.”
- *Single Parent Household Rate*—is the number of single parent households divided by the total number of households.
- *Poverty Threshold*—is revised to allow for changes in the cost of living as reflected in the Consumer Price Index. According to the 1990 Bureau of the Census data, the average poverty threshold for a family of four persons was \$12,674.
- *Teen Pregnancy Rate*—is the total number of teenage girls under the age of 19 divided by the total number of pregnant women.
- *Per capita income*—is the average income computed for every man, woman, and child in a particular group. The Census Bureau derived per capita income by dividing the total income of a particular group by the total population in that group (excluding patients or inmates in institutional quarters).
- *Unemployment rate*—is the total number of persons not working, who are available and seeking work, regardless of age, as a percentage of the civilian labor force. This is considered the official unemployment rate and is typically cited in comparisons.

## St. Landry Parish Socioeconomic and Demographic Overview

As each school district works toward its educational vision and goals, social and economic factors within the parish may directly or indirectly affect the educational experience of students. An overview of the relevant demographic and socioeconomic profile of each parish places the education indicator data presented in this report in the proper context. These data provide a socioeconomic and demographic profile of the parish as a whole, not the public school district. In preparing this section, every effort was made to obtain the most recent data available for each indicator.

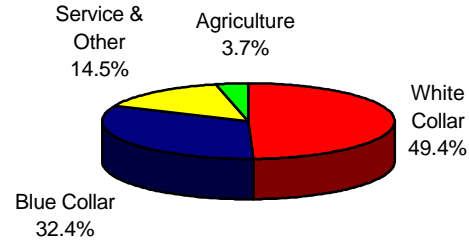
### Education Attainment



	Bachelor's or Higher	High School	Less Than High School
State	16.1%	68.3%	15.6%
Nation	24.7%	62.2%	13.1%

Sources: Northeast Louisiana University, Center for Business and Economic Research and NCES, 1995.

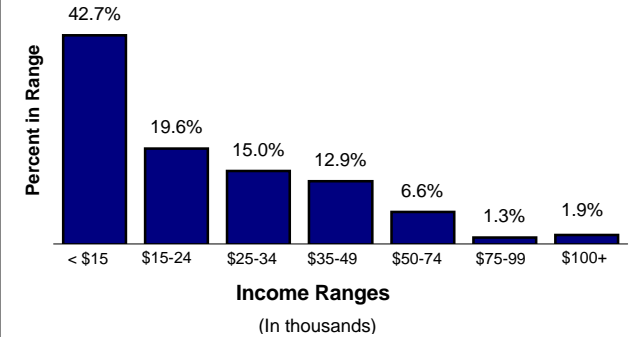
### Labor Force



	White Collar	Blue Collar	Service & Other	Agriculture
State	55.9%	27.4%	14.2%	2.5%
Nation	57.8%	25.6%	13.7%	2.9%

Source: US Bureau of Census, 1990.

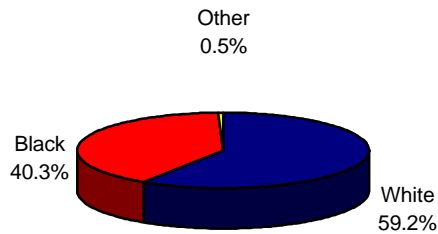
### Household Income Distribution



	<\$15	\$15-24	\$25-34	\$35-49	\$50-74	\$75-99	\$100+
State	36.3%	18.8%	14.8%	14.7%	10.3%	2.7%	2.4%
Nation	24.3%	17.4%	15.2%	17.3%	15.4%	6.0%	4.4%

Source: US Bureau of Census, 1990.

### Population by Race



	White	Black	Other
State	67.3%	30.8%	1.9%
Nation	83.9%	12.3%	3.8%

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### Poverty Level

	Parish	State	Nation
All Persons Living Below Poverty Level	32.7%	23.6%	15.7%

Source: Northeast Louisiana University, Center for Business and Economic Research, 1993.

### Single Parenthood

	Parish	State	Nation
Single Parent Households	20.0%	19.1%	14.8%

Source: US Bureau of Census, 1990.

Source: US Bureau of Census, 1990.

### Labor Related Statistics

	Parish	State	Nation
Per Capita Income <sup>1</sup>	\$16,548	\$19,709	\$24,436
Unemployment Rate <sup>2</sup>	8.1%	6.6%	5.4%

Sources: 1) Northeast Louisiana University, Center for Business and Economic Research, 1996. 2) Bureau of Labor and Statistics, US Dept of Labor, 1996.

### Teen Pregnancy

	Parish	State	Nation
Teen Pregnancy Rate	22.0%	18.9%	12.9%

Source: Louisiana Department of Health and Hospitals, 1996.

## District Financial Overview

Financial information broadens the understanding of how public school districts function and provides additional context for the interpretation of educational indicators. The two major components of the financial information are revenues and expenditures.

### Definitions

- *Revenues*—are governmental funds appropriated for public education. Revenues are received from four main sources:
  1. Local: monies collected directly by a district through taxes (ad valorem, sales, and use taxes), bonds, revenues from other local government units, tuition, transportation fees, earnings of investments, food service, and community service.
  2. State: monies received from the state government through Louisiana's Minimum Foundation Program (MFP) formula, grants-in-aid, and specific programs such as the Early Childhood Program.
  3. Federal: monies received from the federal government through a variety of programs such as Title I, Impact Aid Fund, Reserve Officer Training Corps Program (ROTC), Headstart Programs, School Food Service, Adult Basic Education, and Special Education.
  4. District revenues per pupil: total revenues divided by the adjusted October 1 funded student membership.
- *Expenditures*—are charges incurred, whether paid or unpaid, which benefit the current fiscal year. Total expenditures include the following categories:\*
- 1. Instructional Expenditures: monies spent for classroom instruction, pupil support, and instructional staff support.

2. Non-instructional expenditures: monies spent for school administration, business services, operations and maintenance, transportation, food services, enterprises, and community services.
3. Facility Acquisition & Construction Services: monies spent for activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites.
4. District expenditures per pupil: total expenditures minus debt service divided by the adjusted October 1 funded membership.

Additional items frequently of interest to the public are *average salary of full-time teachers* and *beginning teacher salary*. Average salary calculations include full-time classroom teachers and librarians; special education teachers, aides, guidance counselors, and part-time teachers are not included. *Beginning teacher salary* is defined as the salary paid to a new teacher with a bachelor's degree and no experience. This information is different from *average salary of full-time teachers*, which is an average of all teachers' salaries in the district.

*Note: Some districts' financial data may be adjusted after the publication of this report due to audits. The financial information in this section is based on the December 1, 1998, figures provided by the Office of Management and Finance, LDE.*

\* Debt service and other long-term obligations are not included in expenditure figures because these monies provide services during multiple years and should not be attributed to only one year.

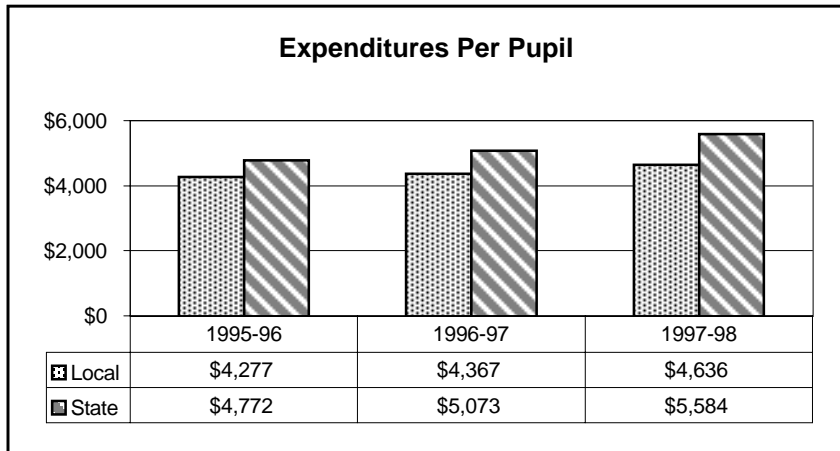
# St. Landry Parish Financial Profile

District Revenue by Source									
Revenue Source	1995-96			1996-97			1997-98		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Local	\$13,976,984	18.9%	36.8%	\$14,376,007	18.8%	37.4%	\$14,936,822	17.9%	37.6%
State	\$47,251,788	63.8%	50.9%	\$49,800,618	65.3%	50.8%	\$53,988,336	64.6%	51.0%
Federal	\$12,886,604	17.4%	12.3%	\$12,114,962	15.9%	11.8%	\$14,709,644	17.6%	11.4%
<b>Total</b>	<b>\$74,115,376</b>	<b>100.0%</b>	<b>100.0%</b>	<b>\$76,291,587</b>	<b>100.0%</b>	<b>100.0%</b>	<b>\$83,634,802</b>	<b>100.0%</b>	<b>100.0%</b>

Adjusted October 1 Student Membership		
1995-96	1996-97	1997-98
17,004	16,800	16,613

Revenues Per Pupil			
	1995-96	1996-97	1997-98
Local	\$4,359	\$4,541	\$5,034
State Average	\$4,981	\$5,296	\$5,818

Teacher Salaries			
Year	Local Beginning Salary	Local Average Salary	State Average Salary
1995-96	\$18,457	\$25,961	\$26,800
1996-97	\$19,419	\$25,790	\$29,025
1997-98	\$20,419	\$27,079	\$31,131



District Expenditures by Category									
Expenditure Category	1995-96			1996-97			1997-98		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Instructional Expenditures	\$49,319,729	68.1%	68.0%	\$49,834,079	68.0%	68.2%	\$53,435,044	69.6%	68.9%
Non-Instructional Expenditures	\$23,144,668	31.9%	32.0%	\$23,433,336	32.0%	31.8%	\$23,380,880	30.4%	31.1%
<b>Subtotal</b>	<b>\$72,464,397</b>	<b>100.0%</b>	<b>100.0%</b>	<b>\$73,267,415</b>	<b>100.0%</b>	<b>100.0%</b>	<b>\$76,815,924</b>	<b>100.0%</b>	<b>100.0%</b>
Facility Acquisition & Construction Services	\$257,728			\$105,479			\$200,683		
<b>Total Expenditures (excluding debt services)</b>	<b>\$72,722,125</b>			<b>\$73,372,894</b>			<b>\$77,016,607</b>		

## Notes:

1. District financial data may be adjusted as a result of audits conducted by the Louisiana Department of Education.
2. Percentages may not total to 100% due to rounding.
3. Revenue per pupil and operating expenditure per pupil are based on adjusted October 1 funded student membership.

# District Indicator Summary Results

## School Characteristics

### Schools in St. Landry Parish

Schools in St. Landry Parish											
		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98				
October 1 Membership		16,976	16,556	16,603	16,805	16,584	16,392				
Number of Faculty		1,097	1,144	1,164	1,177	1,185	1,184				

### Faculty with a Master's Degree or Higher

Faculty with a Master's Degree or Higher											
		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98				
<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
40.75	445	39.79	454	38.38	444	37.68	436	36.22	422	35.81	424

### Class Size Characteristics for Grades K-12

#### Elementary Schools

Class Size Characteristics for Grades K-12	Class Size Characteristics for Grades K-12											
	1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Elementary Schools												
Class Size Range 1 - 20	~	~	27.59	314	34.07	400	38.65	451	41.48	477	37.91	439
Class Size Range 21 - 26	~	~	50.00	569	48.47	569	42.25	493	45.13	519	51.90	601
Class Size Range 27 or more	~	~	22.41	255	17.46	205	19.11	223	13.39	154	10.19	118
Intermediate High Schools												
Class Size Range 1 - 20	~	~	22.70	84	21.31	78	23.20	71	25.16	77	18.44	52
Class Size Range 21 - 26	~	~	24.59	91	25.68	94	23.86	73	45.42	139	32.98	93
Class Size Range 27 or more	~	~	52.70	195	53.01	194	52.94	162	29.41	90	48.58	137
Senior High Schools												
Class Size Range 1 - 20	~	~	29.78	212	27.37	196	26.22	199	29.85	243	32.99	288
Class Size Range 21 - 26	~	~	33.15	236	36.45	261	31.23	237	35.63	290	35.05	306
Class Size Range 27 or more	~	~	37.08	264	36.17	259	42.56	323	34.52	281	31.96	279
Technical Schools												
Class Size Range 1 - 20	~	~	26.58	42	19.79	37	25.26	49	23.98	47	27.89	53
Class Size Range 21 - 26	~	~	20.25	32	15.51	29	28.87	56	33.16	65	36.32	69
Class Size Range 27 or more	~	~	53.16	84	64.71	121	45.88	89	42.86	84	35.79	68
Charter Schools												
Class Size Range 1 - 20	26.97	668	27.42	652	29.10	711	31.74	770	34.23	844	33.24	832
Class Size Range 21 - 26	39.20	971	39.02	928	39.01	953	35.41	859	41.08	1,013	42.71	1,069
Class Size Range 27 or more	33.83	838	33.56	798	31.89	779	32.85	797	24.70	609	24.05	602

#### All Schools

~ = Unavailable Data

# District Indicator Summary Results

## *Student Participation*

### Percent of Student Attendance

	Student Attendance					
	1992-93 <sup>1</sup>	1993-94	1994-95	1995-96 <sup>2</sup>	1996-97	1997-98
<i>Elementary Schools</i>	~	95.65	95.45	95.06	94.82	94.93
<i>Middle/Jr. High Schools</i>	~	91.29	91.38	90.70	89.45	89.45
<i>High Schools</i>	~	91.47	91.63	89.65	87.07	87.51
<i>Combination Schools</i>	~	93.95	93.86	93.35	90.26	89.99
<i>All Schools</i>	94.18	94.24	94.11	93.24	92.14	92.31

### Student Dropouts

	Student Dropouts											
	1992-93 <sup>3</sup>		1993-94		1994-95		1995-96		1996-97		1997-98	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Grade 7	0.96	16	0.43	7	0.96	16	3.27	53	2.90	42	3.47	52
Grade 8	0.88	12	0.54	8	1.09	15	4.54	66	5.12	71	4.21	54
Grade 9	1.74	24	2.03	29	1.53	23	8.91	138	6.62	102	7.62	109
Grade 10	1.46	18	1.68	20	0.82	10	7.89	98	5.74	71	7.08	91
Grade 11	1.34	13	1.90	19	0.50	5	5.66	54	3.85	39	5.76	58
Grade 12	1.03	8	0.52	4	0.37	3	4.07	34	2.42	19	3.10	27

<sup>1</sup> A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence, prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

<sup>3</sup> In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

~ = Unavailable Data

## District Indicator Summary Results

### *Student Participation (Continued)*

Students Suspended and Expelled		Students Suspended and Expelled											
		1992-93		1993-94		1994-95		1995-96 <sup>1</sup>		1996-97		1997-98	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
<b>Elementary Schools</b>													
Suspended (In School)		~	~	~	~	~	~	~	~	0.30	33	0.25	27
Suspended (Out of School)		~	~	3.79	426	4.10	450	3.87	448	4.30	472	4.21	457
Expelled (In School)		~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)		~	~	0.10	11	0.18	20	0.16	18	0.14	15	0.11	12
<b>Middle/Jr. High Schools</b>													
Suspended (In School)		~	~	~	~	~	~	~	~	0.00	0	0.00	0
Suspended (Out of School)		~	~	14.82	292	15.58	306	14.93	287	16.74	300	17.80	321
Expelled (In School)		~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)		~	~	1.62	32	1.22	24	1.35	26	2.01	36	2.55	46
<b>High Schools</b>													
Suspended (In School)		~	~	~	~	~	~	~	~	2.44	118	2.84	138
Suspended (Out of School)		~	~	12.32	469	12.55	490	13.61	654	15.91	770	14.60	710
Expelled (In School)		~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)		~	~	0.79	30	0.46	18	0.33	16	0.43	21	0.60	29
<b>Combination Schools</b>													
Suspended (In School)		~	~	~	~	~	~	~	~	0.00	0	0.00	0
Suspended (Out of School)		~	~	8.45	83	10.21	97	7.58	80	10.31	106	13.21	139
Expelled (In School)		~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)		~	~	0.92	9	0.95	9	0.38	4	0.78	8	0.57	6
<b>All Schools</b>													
Suspended (In School)		~	~	~	~	~	~	~	~	0.82	151	0.91	165
Suspended (Out of School)		7.73	1,410	7.06	1,270	7.55	1,343	7.74	1,461	8.94	1,640	8.91	1,622
Expelled (In School)		~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)		0.38	70	0.46	82	0.40	71	0.34	64	0.44	80	0.51	93

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

# District Indicator Summary Results

## Student Achievement

Reading Level Evaluation Results												
1992-93		1993-94		1994-95		1995-96		1996-97		1997-98 <sup>1</sup>		
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	
<b>Reading Level Evaluation Results - Grade 02</b>												
Students Assessed	~	~	~	~	~	~	~	~	~		1,273	
Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	26.16	333	
Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	64.34	819	
Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	9.51	121	
<b>Reading Level Evaluation Results - Grade 03</b>												
Students Assessed	~	~	~	~	~	~	~	~	~		1,232	
Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	20.05	247	
Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	65.10	802	
Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	14.85	183	

Percent of Students Passing CRT and Number of Students Tested												
1992-93		1993-94		1994-95		1995-96 <sup>2</sup>		1996-97		1997-98		
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	
<b>Criterion-referenced Test (CRT) Results - Grade 03</b>												
Language Arts	93	1,280	94	1,289	94	1,201	96	1,264	98	1,233	97	1,213
Mathematics	92	1,278	94	1,288	93	1,200	96	1,263	98	1,232	96	1,211
<b>Criterion-referenced Test (CRT) Results - Grade 05</b>												
Language Arts	88	1,393	91	1,238	90	1,193	90	1,357	92	1,158	92	1,268
Mathematics	89	1,393	94	1,237	94	1,193	94	1,358	95	1,159	95	1,269
<b>Criterion-referenced Test (CRT) Results - Grade 07</b>												
Language Arts	88	1,381	88	1,307	90	1,346	91	1,334	90	1,180	91	1,211
Mathematics	87	1,369	87	1,304	85	1,338	84	1,338	84	1,172	85	1,205
<b>Graduation Exit Exam (GEE) Results</b>												
Language Arts	93	867	91	848	91	896	87	972	85	904	91	968
Mathematics	86	871	81	853	88	900	84	971	82	909	87	966
Written Composition	96	862	91	843	98	889	96	966	96	900	96	955
Science	89	773	91	777	85	783	83	778	79	864	83	826
Social Studies	89	772	87	776	91	781	92	782	87	862	90	829

<sup>1</sup> Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

# District Indicator Summary Results

## *Student Achievement (Continued)*

		Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores for National Student Norms - The Iowa Tests					
		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>2</sup>
<b>Norm-referenced Test (NRT) Results - Grade 04</b>							
	Fourth Quartile	~	~	~	~	~	15.0
	Third Quartile	~	~	~	~	~	29.2
	Second Quartile	~	~	~	~	~	36.6
	First Quartile	~	~	~	~	~	19.2
	Percentile Rank	~	~	~	~	~	47.0
<b>Norm-referenced Test (NRT) Results - Grade 06</b>							
	Fourth Quartile	~	~	~	~	~	17.9
	Third Quartile	~	~	~	~	~	25.6
	Second Quartile	~	~	~	~	~	36.1
	First Quartile	~	~	~	~	~	20.5
	Percentile Rank	~	~	~	~	~	48.0
<b>Norm-referenced Test (NRT) Results - Grade 08</b>							
	Fourth Quartile	~	~	~	~	~	14.5
	Third Quartile	~	~	~	~	~	24.2
	Second Quartile	~	~	~	~	~	35.9
	First Quartile	~	~	~	~	~	25.4
	Percentile Rank	~	~	~	~	~	45.0
<b>Norm-referenced Test (NRT) Results - Grade 09</b>							
	Fourth Quartile	~	~	~	~	~	12.4
	Third Quartile	~	~	~	~	~	26.7
	Second Quartile	~	~	~	~	~	34.1
	First Quartile	~	~	~	~	~	26.9
	Percentile Rank	~	~	~	~	~	43.0
<b>Norm-referenced Test (NRT) Results - Grade 10</b>							
	Fourth Quartile	~	~	~	~	~	11.0
	Third Quartile	~	~	~	~	~	25.7
	Second Quartile	~	~	~	~	~	35.1
	First Quartile	~	~	~	~	~	28.2
	Percentile Rank	~	~	~	~	~	42.0

<sup>1</sup> Represents graduates from the previous school year.

<sup>2</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years data are not presented.

~ = Unavailable Data

## District Indicator Summary Results

### *Student Achievement (Continued)*

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores for National Student Norms - The Iowa Tests		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>2</sup>
<b>Norm-referenced Test (NRT) Results - Grade 11</b>							
Fourth Quartile		~	~	~	~	~	16.8
Third Quartile		~	~	~	~	~	23.4
Second Quartile		~	~	~	~	~	34.7
First Quartile		~	~	~	~	~	25.0
Percentile Rank		~	~	~	~	~	45.0

### *College Readiness*

American College Test (ACT) Results						
1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	
<b>Average Composite Score</b>	18.5	18.3	18.7	18.6	18.6	18.8

First-time College Freshmen Performance											
1992-93	1993-94	1994-95	1995-96	1996-97	1997-98						
<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Number of High School Graduates <sup>1</sup>	665	720	725	726	776					~	
HS Graduates Who Were First-time College Freshmen	39.70	264	37.78	272	39.86	289	37.74	274	34.02	264	~
First-time Freshmen Enrolled in College Remedial Courses	52.65	139	58.82	160	51.21	148	54.38	149	50.75	134	~

<sup>1</sup> Represents graduates from the previous school year.

<sup>2</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years data are not presented.

~ = Unavailable Data

# *Part 2. School Characteristics*

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Faculty with a Master's Degree or Higher.....	2-7
Class Size Characteristics .....	2-11

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**Table 1**  
*Schools in St. Landry Parish*

		<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>
<b>049003</b>	<b>Cankton Elementary School</b>						
	Grade Structure	K-6	K-6	K-6	K-6	K-6	K-6
	October 1 Membership	177	182	158	149	155	158
	Number of Faculty	14	14	15	16	16	11
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>049004</b>	<b>Central Middle School</b>						
	Grade Structure	5-6,NG,S	5-6,NG,S	5-6	5-6,NG	5-6,NG	5-6,NG
	October 1 Membership	674	612	590	582	537	493
	Number of Faculty	38	38	38	37	37	34
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>049006</b>	<b>Creswell Elementary School</b>						
	Grade Structure	P,K-6,S	P,K-6,S	P,K-6	K-6,NG	K-6,NG	K-6,NG
	October 1 Membership	405	366	286	284	303	327
	Number of Faculty	31	36	31	31	32	29
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>049007</b>	<b>East Elementary School</b>						
	Grade Structure	P,K-4,S	P,K-4,S	K-4	K-4,NG	K-4,NG	K-4,NG
	October 1 Membership	362	353	365	343	326	337
	Number of Faculty	29	28	29	29	28	26
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>049008</b>	<b>East Junior High School</b>						
	Grade Structure	7-9,S	7-9,S	7-9	7-8,NG	7-8,NG	7-8,NG
	October 1 Membership	468	519	491	382	381	359
	Number of Faculty	41	42	42	33	33	28
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
<b>049009</b>	<b>Eunice Elementary School</b>						
	Grade Structure	K-4,S	K-4,S	K-4	K-4,NG	K-4,NG	K-4,NG
	October 1 Membership	440	414	379	370	338	338
	Number of Faculty	31	32	32	30	29	26
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>049010</b>	<b>Eunice High School</b>						
	Grade Structure	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	913	930	938	1,001	1,015	987
	Number of Faculty	55	59	60	60	68	64
	Category	~	High	High	High	High	High

~ = Unavailable Data      S = Special Education      P = Pre-kindergarten      NG = Nongraded

**Table 1**  
*Schools in St. Landry Parish*

		<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>
<b>049011</b>	<b>Eunice Junior High School</b>						
	Grade Structure	7-8,S	7-8,S	7-8	7-8,NG	7-8,NG	7-8,NG
	October 1 Membership	582	611	594	603	527	537
	Number of Faculty	39	41	43	45	42	37
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
<b>049013</b>	<b>Glendale Elementary School</b>						
	Grade Structure	K-4,S	P,K-4,S	P,K-4	K-4,NG	K-4,NG	K-4,NG
	October 1 Membership	312	336	328	306	314	316
	Number of Faculty	27	27	27	27	25	23
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>049014</b>	<b>Grand Coteau Elementary School</b>						
	Grade Structure	K-6	K-6	K-6	K-6	K-6	K-6
	October 1 Membership	274	273	258	255	249	242
	Number of Faculty	26	24	24	24	23	17
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>049015</b>	<b>Grand Prairie Elementary School</b>						
	Grade Structure	P,K-8	P,K-8,NG,S	P,K-8	K-8,NG	K-8,NG	K-8,NG
	October 1 Membership	248	228	241	246	244	238
	Number of Faculty	19	21	19	20	19	20
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>049016</b>	<b>Grolee Elementary School</b>						
	Grade Structure	K-6,S	K-6,S	K-6	K-6,NG	K-6,NG	K-6,NG
	October 1 Membership	728	713	724	738	720	720
	Number of Faculty	41	47	47	47	52	50
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>049017</b>	<b>Highland Elementary School</b>						
	Grade Structure	P,K-4,S	P,K-4,S	P,K-4	K-4,NG	K-4,NG	K-4,NG
	October 1 Membership	403	407	366	344	347	334
	Number of Faculty	27	28	28	27	26	24
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>049018</b>	<b>Krotz Springs Elementary School</b>						
	Grade Structure	K-8	K-8	K-8	K-8	K-8	K-8,NG
	October 1 Membership	330	331	329	324	331	324
	Number of Faculty	25	24	25	23	23	22
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data      S = Special Education      P = Pre-kindergarten      NG = Nongraded

**Table 1**  
*Schools in St. Landry Parish*

		<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>
<b>049019</b>	<b>Lawtell Elementary School</b>						
	Grade Structure	K-8,S	K-8,S	K-8	K-8,NG	K-8,NG	K-8,NG
	October 1 Membership	780	766	719	676	647	645
	Number of Faculty	47	47	51	51	49	48
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>049021</b>	<b>Leonville Elementary School</b>						
	Grade Structure	K-8,S	K-8,S	K-8	K-8,NG	K-8,NG	K-8,NG
	October 1 Membership	542	527	499	501	494	494
	Number of Faculty	38	38	39	38	38	33
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>049023</b>	<b>Melville Elementary School</b>						
	Grade Structure	P,K-7,S	P,K-7,S	P,K-7	K-7,NG	K-7,NG	K-7,NG
	October 1 Membership	286	247	244	240	207	211
	Number of Faculty	22	23	23	23	21	18
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>049026</b>	<b>Morrow Elementary School</b>						
	Grade Structure	K-7,S	K-7,S	K-7	K-7,NG	K-7,NG	K-7,NG
	October 1 Membership	143	139	136	141	123	135
	Number of Faculty	13	14	14	14	14	13
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>049028</b>	<b>North Elementary School</b>						
	Grade Structure	P,K-6,S	P,K-6,S	K-6	K-6,NG	K-6,NG	K-6,NG
	October 1 Membership	480	414	411	409	393	367
	Number of Faculty	34	38	36	36	37	33
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>049029</b>	<b>Northeast Elementary School</b>						
	Grade Structure	P,K-6,S	P,K-6,S	P,K-6	K-6,NG	K-6,NG	K-6,NG
	October 1 Membership	355	363	358	344	343	330
	Number of Faculty	31	33	34	36	37	31
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>049031</b>	<b>Opelousas Junior High School</b>						
	Grade Structure	7-9,S	7-9,NG,S	7-9	7-8,NG	7-8,NG	7-8,NG
	October 1 Membership	651	663	691	567	563	576
	Number of Faculty	51	57	57	49	47	43
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High

~ = Unavailable Data      S = Special Education      P = Pre-kindergarten      NG = Nongraded

**Table 1**  
*Schools in St. Landry Parish*

		<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>
<b>049032</b>	<b>Opelousas Senior High School</b>						
	Grade Structure	10-12,S	10-12,S	10-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	749	610	782	1,179	1,224	1,224
	Number of Faculty	51	60	58	69	72	76
	Category	~	High	High	High	High	High
<b>049033</b>	<b>Palmetto Elementary School</b>						
	Grade Structure	K-7,S	P,K-7,S	P,K-7	K-7,NG	K-7,NG	K-7,NG
	October 1 Membership	230	214	227	229	223	219
	Number of Faculty	20	18	20	20	22	18
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>049035</b>	<b>Park Vista Elementary School</b>						
	Grade Structure	K-6,S	K-6,S	K-6	K-6,NG	K-6,NG	K-6,NG
	October 1 Membership	649	661	653	674	673	683
	Number of Faculty	41	41	44	45	47	48
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>049037</b>	<b>Port Barre Elementary School</b>						
	Grade Structure	K-3,S	K-3,S	K-3	K-3,NG	K-3,NG	K-3,NG
	October 1 Membership	382	354	358	365	367	370
	Number of Faculty	25	25	25	23	24	23
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>049038</b>	<b>Port Barre High School</b>						
	Grade Structure	4-12,NG,S	4-12,NG,S	4-12	4-12,NG	4-12,NG	4-12,NG
	October 1 Membership	921	898	912	921	938	895
	Number of Faculty	57	56	58	59	59	59
	Category	~	Combination	Combination	Combination	Combination	Combination
<b>049040</b>	<b>South Street Elementary School</b>						
	Grade Structure	K-6,S	K-6,S	K-6	K-6,NG	K-6,NG	K-6,NG
	October 1 Membership	414	422	449	457	511	554
	Number of Faculty	31	33	36	35	39	37
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>049041</b>	<b>Southwest Elementary School</b>						
	Grade Structure	P,K-6,S	P,K-6,S	P,K-6	K-6,NG	K-6,NG	K-6,NG
	October 1 Membership	482	518	511	436	452	448
	Number of Faculty	37	40	41	40	35	34
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data      S = Special Education      P = Pre-kindergarten      NG = Nongraded

**Table 1**  
*Schools in St. Landry Parish*

		<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>
<b>049042</b>	<b>Sunset Elementary School</b>						
	Grade Structure	K-8,S	K-8,S	K-8	K-8,NG	K-8,NG	K-8,NG
	October 1 Membership	682	637	618	606	568	508
	Number of Faculty	47	49	48	46	45	39
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>049044</b>	<b>Washington Elementary School</b>						
	Grade Structure	K-7,S	K-7,S	P,K-7	K-7,NG	K-7,NG	K-7,NG
	October 1 Membership	204	249	241	247	238	242
	Number of Faculty	26	32	37	37	30	27
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>049051</b>	<b>North Central High School</b>						
	Grade Structure	7-12,S	7-12,NG,S	8-12	8-12,NG	8-12,NG	8-12,NG
	October 1 Membership	459	417	435	444	443	407
	Number of Faculty	40	38	39	39	41	34
	Category	~	High	High	High	High	High
<b>049052</b>	<b>Beau Chene High School</b>						
	Grade Structure	9-12,S	9-12,S	8-12	8-12,NG	9-12,NG	9-12,NG
	October 1 Membership	718	655	839	930	938	952
	Number of Faculty	50	51	54	55	58	58
	Category	~	High	High	High	High	High
<b>049053</b>	<b>Northwest High School</b>						
	Grade Structure	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	569	604	603	624	590	595
	Number of Faculty	41	41	40	40	41	42
	Category	~	High	High	High	High	High
<b>049054</b>	<b>Arnaudville Elementary School</b>						
	Grade Structure	K-8,S	K-8,S	K-8	K-8,NG	K-8,NG	K-8,NG
	October 1 Membership	465	466	454	464	476	474
	Number of Faculty	28	31	32	31	32	31
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>049055</b>	<b>Plaisance Elementary School</b>						
	Grade Structure	K-8	K-8,S	K-8	K-8,NG	K-8,NG	K-8,NG
	October 1 Membership	499	457	416	424	386	353
	Number of Faculty	31	31	31	31	32	28
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data      S = Special Education      P = Pre-kindergarten      NG = Nongraded

**Table 1**  
*Schools in St. Landry Parish*

District	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
October 1 Membership	16,976	16,556	16,603	16,805	16,584	16,392
Number of Faculty	1,097	1,144	1,164	1,177	1,185	1,184

~ = Unavailable Data      S = Special Education      P = Pre-kindergarten      NG = Nongraded

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## Faculty with a Master's Degree or Higher

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Perhaps the most vital educational resource available to students is the school faculty. One indicator of faculty preparation is the level of academic training the staff has completed.

### Organization

Table 2, Faculty with a Master's Degree or Higher, presents the number and percent of faculty attaining a master's degree or higher. Data are presented for all faculty members in all schools in the districts that receive a *School Report Card*. Schools are presented in site code order. District and state totals are presented for comparison purposes.

### Data Presentation: *School Report Card*

The *School Report Card* displays the percent of faculty with a master's degree or higher.

### Definition

- *Faculty*—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals,

assistant principals, guidance counselors, librarians, and other instructional staff (provided these individuals teach at least one class.)

### Method of Calculation

The formula used to compute the percentage of faculty who have a master's degree or higher is presented below. Itinerant staff members who are employed at multiple school sites are counted at each school in which they teach, but are counted only once in district and state percentages.

### Data Sources

*Site-based personnel*— district-reported data submitted to the LDE via the Profile of Educational Personnel (PEP).

*Faculty degree status*— district-reported data submitted to the LDE via the Profile of Educational Personnel (PEP).

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### Formula Used to Calculate Percent of Faculty with a Master's Degree or Higher

$$\frac{\text{Percent of Faculty with a Master's Degree or Higher}}{\text{Total Number of Faculty at All Education Levels}} = \frac{\text{Number of Faculty with a Master's Degree or Higher}}{\text{Total Number of Faculty at All Education Levels}} \times 100$$

**Table 2**  
*Faculty with a Master's Degree or Higher*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049003	Cankton Elementary School	42.86	6	50.00	7	46.67	7	50.00	8	50.00	8	45.45	5
049004	Central Middle School	36.84	14	39.47	15	36.84	14	36.11	13	36.11	13	35.29	12
049006	Creswell Elementary School	29.03	9	30.56	11	22.58	7	23.33	7	25.81	8	31.03	9
049007	East Elementary School	24.14	7	25.00	7	27.59	8	27.59	8	32.14	9	38.46	10
049008	East Junior High School	70.73	29	64.29	27	61.90	26	63.64	21	63.64	21	53.57	15
049009	Eunice Elementary School	29.03	9	37.50	12	34.38	11	36.67	11	34.48	10	30.77	8
049010	Eunice High School	40.00	22	35.59	21	33.33	20	31.67	19	35.29	24	39.06	25
049011	Eunice Junior High School	28.21	11	29.27	12	27.91	12	29.55	13	33.33	14	35.14	13
049013	Glendale Elementary School	37.04	10	44.44	12	48.15	13	50.00	13	45.83	11	43.48	10
049014	Grand Coteau Elementary School	50.00	13	50.00	12	41.67	10	41.67	10	39.13	9	23.53	4
049015	Grand Prairie Elementary School	31.58	6	28.57	6	36.84	7	36.84	7	33.33	6	30.00	6
049016	Grolee Elementary School	36.59	15	36.17	17	36.17	17	40.43	19	36.54	19	36.00	18
049017	Highland Elementary School	37.04	10	32.14	9	28.57	8	30.77	8	32.00	8	33.33	8
049018	Krotz Springs Elementary School	33.33	8	33.33	8	37.50	9	31.82	7	27.27	6	27.27	6
049019	Lawtell Elementary School	31.91	15	36.17	17	35.29	18	37.25	19	36.73	18	35.42	17
049021	Leonville Elementary School	39.47	15	36.84	14	38.46	15	36.84	14	36.84	14	33.33	11
049023	Melville Elementary School	47.62	10	43.48	10	43.48	10	40.91	9	40.00	8	33.33	6
049026	Morrow Elementary School	46.15	6	50.00	7	42.86	6	50.00	7	50.00	7	30.77	4
049028	North Elementary School	38.24	13	39.47	15	44.44	16	40.00	14	38.89	14	39.39	13
049029	Northeast Elementary School	32.26	10	31.25	10	27.27	9	25.71	9	27.78	10	22.58	7
049031	Opelousas Junior High School	46.00	23	44.64	25	42.86	24	37.50	18	36.96	17	37.21	16
049032	Opelousas Senior High School	58.00	29	51.67	31	49.12	28	52.94	36	45.07	32	44.74	34
049033	Palmetto Elementary School	55.00	11	55.56	10	40.00	8	57.89	11	52.38	11	50.00	9
049035	Park Vista Elementary School	41.46	17	36.59	15	36.36	16	37.78	17	36.17	17	33.33	16
049037	Port Barre Elementary School	40.00	10	36.00	9	36.00	9	39.13	9	37.50	9	21.74	5
049038	Port Barre High School	46.43	26	45.45	25	42.11	24	31.58	18	31.58	18	25.42	15
049040	South Street Elementary School	35.48	11	36.36	12	33.33	12	34.29	12	32.43	12	32.43	12
049041	Southwest Elementary School	54.05	20	52.50	21	46.34	19	44.74	17	38.24	13	35.29	12
049042	Sunset Elementary School	36.17	17	34.69	17	33.33	16	36.96	17	24.44	11	30.77	12
049044	Washington Elementary School	46.15	12	59.38	19	58.33	21	54.29	19	50.00	14	51.85	14
049051	North Central High School	42.50	17	44.74	17	43.59	17	43.59	17	41.46	17	44.12	15
049052	Beau Chene High School	58.00	29	58.82	30	55.56	30	50.91	28	44.83	26	46.55	27
049053	Northwest High School	46.34	19	41.46	17	37.50	15	32.50	13	31.71	13	28.57	12
049054	Arnaudville Elementary School	17.86	5	22.58	7	18.75	6	19.35	6	21.88	7	22.58	7
049055	Plaisance Elementary School	48.39	15	45.16	14	46.67	14	46.67	14	45.16	14	39.29	11

~ = Unavailable Data

**Table 2**  
*Faculty with a Master's Degree or Higher*

	<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District</b>	40.75	445	39.79	454	38.38	444	37.68	436	36.22	422	35.81	424
<b>State</b>	43.62	21,927	43.57	22,111	42.53	21,844	42.20	21,854	41.55	21,556	39.83	20,938

~ = Unavailable Data



Small classes generally allow more time for pupil-teacher interaction and therefore are instrumental in promoting student learning, especially at the lower elementary grades. In recognition of that fact, the Board of Elementary and Secondary Education has set specific limits on the maximum size of classes at various grade levels (*Bulletin 741*). The maximum enrollment in grades K-3 is 26 students, while in grades 4-12 the maximum enrollment is 33 students. The limits do not apply to activity classes such as physical education, chorus, and band.

### Organization

Tables 3a, 3b, 3c, and 3d (Class Size Characteristics for Elementary, Middle/Junior High, High, and Combination Schools, respectively) present the number and percentage of classes that fall within various class size ranges. Data are presented for all schools in the district that receive a *School Report Card*, with schools presented by category and in site code order. District and state percentages are presented for comparison of all schools. Since 1993-94, district and state percentages based on school category also have been provided.

The *District Composite Report* presents class size information for grades K-12 in three ranges: 1-20, 21-26, and 27 or more students.

### Data Presentation: *School Report Card*

The *1997-98 School Report Card* provides 1997-98 class size information for grades K-12 by three ranges: 1-20, 21-26, and 27+. Category percentages are provided for comparison purposes.

### Definition

- *Class*—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for the purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

### Method of Calculation

The following criterion was applied to *Annual School Report* (ASR) data to determine which classes should be included/excluded from the class size calculations:

- Activity classes (which have a maximum allowable student count greater than 33) are excluded because their inclusion in the computation would skew the results.

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### Formulas Used to Calculate Percent of Classes in Each of the Specific Class Size Ranges

$$\frac{\text{Percent of Classes in Specific Class Size Range}}{\text{Percent of Classes in Specific Class Size Range}} = \frac{\text{Number of Classes in Specific Class Size Range}}{\text{Total Number of Classes}} \times 100^*$$

\*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Classes in Elementary Schools in Specific Class Size Range = (Number of Classes in Elementary Schools in Specific Class Size Range / Total Number of Classes in Elementary Schools) X 100.

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## Data Source

District-reported data from the *Annual School Report* (ASR).

### References

Franklin, B.J. and Glascock, C.H. (1994, November). School configuration: Which configuration is best? Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, Tenn.

Louisiana Department of Education, *Louisiana Handbook for School Administrators* (Bulletin 741), Baton Rouge, La.

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*LDE researchers have explored the relationship between school configuration and Report Card indicators related to student participation and testing. Middle school students perform significantly lower in grades 6 and 7 for all indicators than grades 6 and 7 students in elementary or combination (K-12) schools (Franklin and Glascock, 1994).*

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**Table 3a: Class Size Characteristics**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049003</b>	<b>Cankton Elementary School</b>												
	Class Size Range 1 - 20	77.78	7	55.56	5	55.56	5	58.33	7	66.67	8	45.45	5
	Class Size Range 21 - 26	11.11	1	44.44	4	44.44	4	41.67	5	33.33	4	54.55	6
	Class Size Range 27 or more	11.11	1	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>049004</b>	<b>Central Middle School</b>												
	Class Size Range 1 - 20	0.00	0	2.63	1	0.00	0	0.00	0	5.00	2	2.56	1
	Class Size Range 21 - 26	0.00	0	34.21	13	69.77	30	51.22	21	65.00	26	92.31	36
	Class Size Range 27 or more	100.00	76	63.16	24	30.23	13	48.78	20	30.00	12	5.13	2
<b>049006</b>	<b>Creswell Elementary School</b>												
	Class Size Range 1 - 20	43.43	43	30.61	15	70.31	45	88.37	38	69.44	25	30.00	9
	Class Size Range 21 - 26	49.49	49	34.69	17	29.69	19	11.63	5	30.56	11	70.00	21
	Class Size Range 27 or more	7.07	7	34.69	17	0.00	0	0.00	0	0.00	0	0.00	0
<b>049007</b>	<b>East Elementary School</b>												
	Class Size Range 1 - 20	78.26	18	73.91	17	81.82	18	81.82	18	80.95	17	44.44	12
	Class Size Range 21 - 26	21.74	5	21.74	5	18.18	4	18.18	4	19.05	4	55.56	15
	Class Size Range 27 or more	0.00	0	4.35	1	0.00	0	0.00	0	0.00	0	0.00	0
<b>049009</b>	<b>Eunice Elementary School</b>												
	Class Size Range 1 - 20	13.64	3	36.36	8	61.90	13	61.90	13	45.00	9	53.85	14
	Class Size Range 21 - 26	86.36	19	63.64	14	9.52	2	38.10	8	55.00	11	46.15	12
	Class Size Range 27 or more	0.00	0	0.00	0	28.57	6	0.00	0	0.00	0	0.00	0
<b>049013</b>	<b>Glendale Elementary School</b>												
	Class Size Range 1 - 20	80.95	17	71.43	15	70.00	14	85.00	17	100.00	19	52.94	9
	Class Size Range 21 - 26	19.05	4	28.57	6	30.00	6	15.00	3	0.00	0	23.53	4
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	23.53	4
<b>049014</b>	<b>Grand Coteau Elementary School</b>												
	Class Size Range 1 - 20	58.82	10	58.82	10	88.24	15	88.24	15	76.47	13	64.29	9
	Class Size Range 21 - 26	29.41	5	35.29	6	11.76	2	11.76	2	23.53	4	21.43	3
	Class Size Range 27 or more	11.76	2	5.88	1	0.00	0	0.00	0	0.00	0	14.29	2
<b>049015</b>	<b>Grand Prairie Elementary School</b>												
	Class Size Range 1 - 20	21.21	7	17.14	6	12.50	4	31.25	10	6.45	2	34.38	11
	Class Size Range 21 - 26	45.45	15	31.43	11	46.88	15	15.63	5	29.03	9	28.13	9
	Class Size Range 27 or more	33.33	11	51.43	18	40.63	13	53.13	17	64.52	20	37.50	12
<b>049016</b>	<b>Grolee Elementary School</b>												
	Class Size Range 1 - 20	1.16	1	17.71	17	6.00	6	30.00	30	27.84	27	45.63	47
	Class Size Range 21 - 26	65.12	56	47.92	46	80.00	80	46.00	46	65.98	64	47.57	49
	Class Size Range 27 or more	33.72	29	34.38	33	14.00	14	24.00	24	6.19	6	6.80	7

~ = Unavailable Data

**Table 3a: Class Size Characteristics**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049017</b>	<b>Highland Elementary School</b>												
	Class Size Range 1 - 20	38.89	7	26.32	5	63.16	12	83.33	15	64.71	11	64.71	11
	Class Size Range 21 - 26	55.56	10	73.68	14	36.84	7	16.67	3	35.29	6	35.29	6
	Class Size Range 27 or more	5.56	1	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>049018</b>	<b>Krotz Springs Elementary School</b>												
	Class Size Range 1 - 20	45.98	40	60.87	56	82.56	71	62.96	51	55.70	44	59.09	52
	Class Size Range 21 - 26	44.83	39	34.78	32	16.28	14	34.57	28	34.18	27	32.95	29
	Class Size Range 27 or more	9.20	8	4.35	4	1.16	1	2.47	2	10.13	8	7.95	7
<b>049019</b>	<b>Lawtell Elementary School</b>												
	Class Size Range 1 - 20	0.00	0	7.04	5	4.35	3	24.29	17	52.17	36	32.35	22
	Class Size Range 21 - 26	48.81	41	54.93	39	49.28	34	34.29	24	39.13	27	41.18	28
	Class Size Range 27 or more	51.19	43	38.03	27	46.38	32	41.43	29	8.70	6	26.47	18
<b>049021</b>	<b>Leonville Elementary School</b>												
	Class Size Range 1 - 20	17.78	8	22.22	10	19.51	8	16.67	7	48.84	21	16.67	7
	Class Size Range 21 - 26	31.11	14	51.11	23	46.34	19	57.14	24	18.60	8	57.14	24
	Class Size Range 27 or more	51.11	23	26.67	12	34.15	14	26.19	11	32.56	14	26.19	11
<b>049023</b>	<b>Melville Elementary School</b>												
	Class Size Range 1 - 20	37.78	17	45.24	19	48.48	16	69.70	23	83.33	10	60.00	6
	Class Size Range 21 - 26	55.56	25	52.38	22	51.52	17	15.15	5	8.33	1	40.00	4
	Class Size Range 27 or more	6.67	3	2.38	1	0.00	0	15.15	5	8.33	1	0.00	0
<b>049026</b>	<b>Morrow Elementary School</b>												
	Class Size Range 1 - 20	75.00	21	75.00	18	91.67	11	60.00	6	92.00	23	94.74	18
	Class Size Range 21 - 26	7.14	2	25.00	6	8.33	1	30.00	3	8.00	2	5.26	1
	Class Size Range 27 or more	17.86	5	0.00	0	0.00	0	10.00	1	0.00	0	0.00	0
<b>049028</b>	<b>North Elementary School</b>												
	Class Size Range 1 - 20	22.34	21	34.55	19	46.24	43	30.19	16	45.00	18	69.35	43
	Class Size Range 21 - 26	77.66	73	63.64	35	43.01	40	30.19	16	47.50	19	22.58	14
	Class Size Range 27 or more	0.00	0	1.82	1	10.75	10	39.62	21	7.50	3	8.06	5
<b>049029</b>	<b>Northeast Elementary School</b>												
	Class Size Range 1 - 20	15.38	6	32.61	15	18.75	9	6.52	3	41.30	19	56.82	25
	Class Size Range 21 - 26	84.62	33	56.52	26	60.42	29	80.43	37	32.61	15	43.18	19
	Class Size Range 27 or more	0.00	0	10.87	5	20.83	10	13.04	6	26.09	12	0.00	0
<b>049033</b>	<b>Palmetto Elementary School</b>												
	Class Size Range 1 - 20	53.13	17	44.44	12	62.96	17	92.86	26	83.33	35	63.16	12
	Class Size Range 21 - 26	40.63	13	48.15	13	37.04	10	7.14	2	14.29	6	36.84	7
	Class Size Range 27 or more	6.25	2	7.41	2	0.00	0	0.00	0	2.38	1	0.00	0

~ = Unavailable Data

**Table 3a: Class Size Characteristics**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049035</b>	<b>Park Vista Elementary School</b>												
	Class Size Range 1 - 20	24.55	27	1.82	2	8.93	10	9.65	11	7.02	8	8.73	11
	Class Size Range 21 - 26	32.73	36	59.09	65	75.89	85	74.56	85	68.42	78	78.57	99
	Class Size Range 27 or more	42.73	47	39.09	43	15.18	17	15.79	18	24.56	28	12.70	16
<b>049037</b>	<b>Port Barre Elementary School</b>												
	Class Size Range 1 - 20	25.00	4	31.25	5	35.29	6	26.67	4	20.00	3	0.00	0
	Class Size Range 21 - 26	56.25	9	68.75	11	64.71	11	73.33	11	80.00	12	93.33	14
	Class Size Range 27 or more	18.75	3	0.00	0	0.00	0	0.00	0	0.00	0	6.67	1
<b>049040</b>	<b>South Street Elementary School</b>												
	Class Size Range 1 - 20	22.22	8	14.89	7	8.82	3	21.43	9	14.00	7	0.00	0
	Class Size Range 21 - 26	63.89	23	42.55	20	52.94	18	54.76	23	64.00	32	76.47	39
	Class Size Range 27 or more	13.89	5	42.55	20	38.24	13	23.81	10	22.00	11	23.53	12
<b>049041</b>	<b>Southwest Elementary School</b>												
	Class Size Range 1 - 20	19.35	6	42.11	16	17.50	7	53.49	23	31.25	10	13.64	6
	Class Size Range 21 - 26	51.61	16	47.37	18	55.00	22	20.93	9	34.38	11	86.36	38
	Class Size Range 27 or more	29.03	9	10.53	4	27.50	11	25.58	11	34.38	11	0.00	0
<b>049042</b>	<b>Sunset Elementary School</b>												
	Class Size Range 1 - 20	13.59	14	17.24	15	27.96	26	31.54	41	39.53	51	40.00	48
	Class Size Range 21 - 26	58.25	60	67.82	59	45.16	42	43.08	56	55.04	71	55.83	67
	Class Size Range 27 or more	28.16	29	14.94	13	26.88	25	25.38	33	5.43	7	4.17	5
<b>049044</b>	<b>Washington Elementary School</b>												
	Class Size Range 1 - 20	72.73	8	33.33	4	72.41	21	58.70	27	58.18	32	64.58	31
	Class Size Range 21 - 26	18.18	2	50.00	6	20.69	6	39.13	18	29.09	16	22.92	11
	Class Size Range 27 or more	9.09	1	16.67	2	6.90	2	2.17	1	12.73	7	12.50	6
<b>049054</b>	<b>Arnaudville Elementary School</b>												
	Class Size Range 1 - 20	0.00	0	4.65	2	7.69	3	20.00	7	21.05	8	23.08	9
	Class Size Range 21 - 26	21.62	8	69.77	30	66.67	26	74.29	26	65.79	25	58.97	23
	Class Size Range 27 or more	78.38	29	25.58	11	25.64	10	5.71	2	13.16	5	17.95	7
<b>049055</b>	<b>Plaisance Elementary School</b>												
	Class Size Range 1 - 20	12.96	7	18.52	10	25.93	14	32.08	17	37.25	19	44.68	21
	Class Size Range 21 - 26	74.07	40	51.85	28	48.15	26	45.28	24	58.82	30	48.94	23
	Class Size Range 27 or more	12.96	7	29.63	16	25.93	14	22.64	12	3.92	2	6.38	3

~ = Unavailable Data

**Table 3a: Class Size Characteristics**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (Elementary Schools)</b>													
	Class Size Range 1 - 20	~	~	27.59	314	34.07	400	38.65	451	41.48	477	37.91	439
	Class Size Range 21 - 26	~	~	50.00	569	48.47	569	42.25	493	45.13	519	51.90	601
	Class Size Range 27 or more	~	~	22.41	255	17.46	205	19.11	223	13.39	154	10.19	118
<b>District (All Schools)</b>													
	Class Size Range 1 - 20	26.97	668	27.42	652	29.10	711	31.74	770	34.23	844	33.24	832
	Class Size Range 21 - 26	39.20	971	39.02	928	39.01	953	35.41	859	41.08	1,013	42.71	1,069
	Class Size Range 27 or more	33.83	838	33.56	798	31.89	779	32.85	797	24.70	609	24.05	602
<b>State (Elementary Schools)</b>													
	Class Size Range 1 - 20	~	~	29.86	9,170	30.32	9,287	32.15	9,840	31.58	9,687	34.34	11,090
	Class Size Range 21 - 26	~	~	51.31	15,758	50.85	15,577	50.68	15,510	53.06	16,277	51.25	16,553
	Class Size Range 27 or more	~	~	18.83	5,783	18.83	5,768	17.17	5,255	15.37	4,714	14.41	4,654
<b>State (All Schools)</b>													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

**Table 3b: Class Size Characteristics**  
*Middle/Jr. High Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049008</b>	<b>East Junior High School</b>												
	Class Size Range 1 - 20	38.46	40	36.54	38	37.50	39	31.94	23	37.21	32	33.33	25
	Class Size Range 21 - 26	27.88	29	17.31	18	15.38	16	15.28	11	34.88	30	37.33	28
	Class Size Range 27 or more	33.65	35	46.15	48	47.12	49	52.78	38	27.91	24	29.33	22
<b>049011</b>	<b>Eunice Junior High School</b>												
	Class Size Range 1 - 20	13.91	16	12.40	15	6.96	8	15.13	18	15.45	17	14.00	14
	Class Size Range 21 - 26	14.78	17	14.88	18	30.43	35	26.89	32	47.27	52	35.00	35
	Class Size Range 27 or more	71.30	82	72.73	88	62.61	72	57.98	69	37.27	41	51.00	51
<b>049031</b>	<b>Opelousas Junior High School</b>												
	Class Size Range 1 - 20	33.33	51	21.38	31	21.09	31	26.09	30	25.45	28	12.15	13
	Class Size Range 21 - 26	27.45	42	37.93	55	29.25	43	26.09	30	51.82	57	28.04	30
	Class Size Range 27 or more	39.22	60	40.69	59	49.66	73	47.83	55	22.73	25	59.81	64
<b>District (Middle/Jr. High Schools)</b>													
	Class Size Range 1 - 20	~	~	22.70	84	21.31	78	23.20	71	25.16	77	18.44	52
	Class Size Range 21 - 26	~	~	24.59	91	25.68	94	23.86	73	45.42	139	32.98	93
	Class Size Range 27 or more	~	~	52.70	195	53.01	194	52.94	162	29.41	90	48.58	137
<b>District (All Schools)</b>													
	Class Size Range 1 - 20	26.97	668	27.42	652	29.10	711	31.74	770	34.23	844	33.24	832
	Class Size Range 21 - 26	39.20	971	39.02	928	39.01	953	35.41	859	41.08	1,013	42.71	1,069
	Class Size Range 27 or more	33.83	838	33.56	798	31.89	779	32.85	797	24.70	609	24.05	602
<b>State (Middle/Jr. High Schools)</b>													
	Class Size Range 1 - 20	~	~	21.06	6,253	23.16	6,785	23.22	6,682	24.50	7,050	27.45	8,168
	Class Size Range 21 - 26	~	~	38.07	11,300	39.15	11,471	40.39	11,625	40.85	11,756	39.66	11,802
	Class Size Range 27 or more	~	~	40.87	12,133	37.69	11,045	36.40	10,476	34.66	9,975	32.90	9,791
<b>State (All Schools)</b>													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

**Table 3c: Class Size Characteristics**  
*High Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049010</b>	<b>Eunice High School</b>												
	Class Size Range 1 - 20	18.02	31	16.29	29	17.68	32	18.23	33	21.31	39	28.27	54
	Class Size Range 21 - 26	38.95	67	42.13	75	38.12	69	43.09	78	40.44	74	47.64	91
	Class Size Range 27 or more	43.02	74	41.57	74	44.20	80	38.67	70	38.25	70	24.08	46
<b>049032</b>	<b>Opelousas Senior High School</b>												
	Class Size Range 1 - 20	35.00	49	44.00	66	34.00	51	21.47	41	28.09	66	31.40	81
	Class Size Range 21 - 26	36.43	51	38.00	57	37.33	56	24.61	47	39.15	92	37.21	96
	Class Size Range 27 or more	28.57	40	18.00	27	28.67	43	53.93	103	32.77	77	31.40	81
<b>049051</b>	<b>North Central High School</b>												
	Class Size Range 1 - 20	49.15	58	52.68	59	52.83	56	60.19	62	61.82	68	68.00	68
	Class Size Range 21 - 26	26.27	31	16.96	19	23.58	25	26.21	27	21.82	24	13.00	13
	Class Size Range 27 or more	24.58	29	30.36	34	23.58	25	13.59	14	16.36	18	19.00	19
<b>049052</b>	<b>Beau Chene High School</b>												
	Class Size Range 1 - 20	23.45	34	20.78	32	21.82	36	18.79	31	18.13	31	15.73	28
	Class Size Range 21 - 26	42.76	62	35.71	55	41.82	69	29.70	49	37.43	64	31.46	56
	Class Size Range 27 or more	33.79	49	43.51	67	36.36	60	51.52	85	44.44	76	52.81	94
<b>049053</b>	<b>Northwest High School</b>												
	Class Size Range 1 - 20	28.45	33	22.03	26	18.42	21	26.89	32	33.91	39	39.04	57
	Class Size Range 21 - 26	33.62	39	25.42	30	36.84	42	30.25	36	31.30	36	34.25	50
	Class Size Range 27 or more	37.93	44	52.54	62	44.74	51	42.86	51	34.78	40	26.71	39

~ = Unavailable Data

**Table 3c: Class Size Characteristics**  
*High Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (High Schools)</b>													
	Class Size Range 1 - 20	~	~	29.78	212	27.37	196	26.22	199	29.85	243	32.99	288
	Class Size Range 21 - 26	~	~	33.15	236	36.45	261	31.23	237	35.63	290	35.05	306
	Class Size Range 27 or more	~	~	37.08	264	36.17	259	42.56	323	34.52	281	31.96	279
<b>District (All Schools)</b>													
	Class Size Range 1 - 20	26.97	668	27.42	652	29.10	711	31.74	770	34.23	844	33.24	832
	Class Size Range 21 - 26	39.20	971	39.02	928	39.01	953	35.41	859	41.08	1,013	42.71	1,069
	Class Size Range 27 or more	33.83	838	33.56	798	31.89	779	32.85	797	24.70	609	24.05	602
<b>State (High Schools)</b>													
	Class Size Range 1 - 20	~	~	32.15	14,261	32.55	14,610	33.61	15,285	33.77	15,900	34.96	17,104
	Class Size Range 21 - 26	~	~	33.40	14,813	34.49	15,478	33.61	15,285	33.15	15,607	32.95	16,121
	Class Size Range 27 or more	~	~	34.45	15,277	32.96	14,792	32.79	14,911	33.08	15,576	32.10	15,704
<b>State (All Schools)</b>													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

**Table 3d: Class Size Characteristics**  
*Combination Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049038</b>	<b>Port Barre High School</b>												
	Class Size Range 1 - 20	24.68	39	26.58	42	19.79	37	25.26	49	23.98	47	27.89	53
	Class Size Range 21 - 26	22.15	35	20.25	32	15.51	29	28.87	56	33.16	65	36.32	69
	Class Size Range 27 or more	53.16	84	53.16	84	64.71	121	45.88	89	42.86	84	35.79	68
<b>District (Combination Schools)</b>													
	Class Size Range 1 - 20	~	~	26.58	42	19.79	37	25.26	49	23.98	47	27.89	53
	Class Size Range 21 - 26	~	~	20.25	32	15.51	29	28.87	56	33.16	65	36.32	69
	Class Size Range 27 or more	~	~	53.16	84	64.71	121	45.88	89	42.86	84	35.79	68
<b>District (All Schools)</b>													
	Class Size Range 1 - 20	26.97	668	27.42	652	29.10	711	31.74	770	34.23	844	33.24	832
	Class Size Range 21 - 26	39.20	971	39.02	928	39.01	953	35.41	859	41.08	1,013	42.71	1,069
	Class Size Range 27 or more	33.83	838	33.56	798	31.89	779	32.85	797	24.70	609	24.05	602
<b>State (Combination Schools)</b>													
	Class Size Range 1 - 20	~	~	58.95	4,515	56.60	4,451	57.86	4,551	57.86	4,555	59.43	4,441
	Class Size Range 21 - 26	~	~	28.10	2,152	29.29	2,303	28.71	2,258	29.93	2,356	29.14	2,178
	Class Size Range 27 or more	~	~	12.95	992	14.11	1,110	13.43	1,056	12.21	961	11.43	854
<b>State (All Schools)</b>													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

# *Part 3. Student Participation*

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Student Attendance .....	3-1
Student Dropouts .....	3-7
Students Suspended and Expelled .....	3-13

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More than a decade ago, American schools were challenged by *A Nation at Risk* to do whatever necessary to reduce the amount of instructional time lost to absenteeism (Bennett, 1988). As educators have long recognized, occasional absences cause some learning disruption, but frequent student absences can severely reduce academic progress (Bamber, 1979).

The percent of student attendance reflects the percentage of time the average student is present within the total number of instructional days. Since 1993-94, attendance has been calculated to the nearest half day.

*Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.*

### Organization

Tables 4a, 4b, 4c, and 4d, Student Attendance, present the percent of student attendance for each school in the district receiving a *School Report Card*. District and state percentages are presented for comparison of all schools. Schools are presented by category and in site code order. Since 1993-94, district and state percentages based on school category have been provided for comparison purposes.

### Data Presentation: *School Report Card*

The 1997-98 *School Report Card* presents the percent of student attendance for the school, district, and state, based on the school category.

*Of all the School Report Card indicators studied, student attendance yields the strongest positive relationship with average test scores. This is especially evident in secondary schools with higher attendance. These schools show a marked increase in the percentage of students passing the Graduation Exit Exam (Franklin and Crone, 1993).*

### Definitions

- *Aggregate days attendance*—the total number of days that students are *present* at the school site over the course of the school year.
- *Aggregate days membership*—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.
- *Day of attendance*—effective with the 1992-93 school year, “a student is considered to be in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.”

“Students who meet the above criteria and are present at the school site for 26-50 percent of the student’s instructional day shall be credited with a half day of attendance. Those who meet the above criteria and are present for at least 51% of the student’s instructional day are credited with a whole day of attendance. Students who are not physically present or who are participating for 25 percent or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (*Bulletin 741*)

As mentioned previously, the above definition was piloted for the 1992-93 school year and has been in effect statewide since the 1993-94 school year.

- *Percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

### Method of Calculation

The formulas used in calculating percent of student attendance are presented on the following page.

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## Data Sources

The attendance indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

## References

- Bamber, C. (1979). Student and teacher absenteeism. *Phi Delta Kappa Fastback*. 126, 12.
- Bennett, W. J. (1988). *American Education - Making It Work*. 17. Washington, DC: U.S. Government Printing Office.
- Franklin, B. J. and Crone, L. J. (1993). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Louisiana Department of Education. *Handbook for Louisiana School Administrators (Bulletin 741)*. Baton Rouge, La.: Author.
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## Formulas Used to Calculate Percent of Student Attendance

### School-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Aggregate Days of Attendance}}{\text{Aggregate Days of Membership}} \times 100$$

### District-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the District}}{\text{Total Aggregate Days of Membership for All Schools in the District}} \times 100^*$$

### State-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the State}}{\text{Total Aggregate Days of Membership for All Schools in the State}} \times 100^*$$

\*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Student Attendance in Elementary Schools = (Aggregate Days of Attendance for All Elementary Schools / Aggregate Days of Membership for All Elementary Schools) X 100.

**Table 4a: Percent of Student Attendance**  
*Elementary Schools*

	<b>1992-93<sup>1</sup></b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96<sup>2</sup></b>	<b>1996-97</b>	<b>1997-98</b>
049003 Cankton Elementary School	96.34	96.56	96.90	96.69	96.03	96.21
049004 Central Middle School	95.29	95.28	95.06	94.83	92.70	93.56
049006 Creswell Elementary School	95.66	95.71	94.66	94.06	93.34	94.12
049007 East Elementary School	95.66	96.10	96.12	95.33	95.09	95.10
049009 Eunice Elementary School	95.39	94.84	95.41	94.82	93.90	92.99
049013 Glendale Elementary School	96.48	96.53	96.46	95.40	95.56	95.52
049014 Grand Coteau Elementary School	95.79	96.13	96.31	95.74	94.40	93.88
049015 Grand Prairie Elementary School	95.95	96.14	95.90	95.59	95.24	95.64
049016 Grolee Elementary School	95.52	96.02	96.03	95.34	95.13	95.21
049017 Highland Elementary School	95.19	95.37	95.50	94.94	93.93	95.35
049018 Krotz Springs Elementary School	95.59	96.05	96.01	95.59	95.35	94.97
049019 Lawtell Elementary School	96.00	95.89	94.59	94.20	92.20	93.14
049021 Leonville Elementary School	95.55	96.20	96.74	96.19	96.29	96.04
049023 Melville Elementary School	95.49	94.97	94.54	93.93	94.18	93.51
049026 Morrow Elementary School	93.37	93.89	92.89	94.67	95.17	95.24
049028 North Elementary School	93.88	94.61	93.88	92.93	93.92	94.55
049029 Northeast Elementary School	95.79	95.96	95.30	95.59	95.79	95.75
049033 Palmetto Elementary School	95.47	96.20	95.47	95.52	95.91	95.44
049035 Park Vista Elementary School	96.23	96.59	96.59	96.64	96.50	96.65
049037 Port Barre Elementary School	95.36	96.54	96.22	96.05	95.90	96.59
049040 South Street Elementary School	95.41	95.50	95.77	95.37	94.40	94.51
049041 Southwest Elementary School	94.75	94.09	94.15	94.50	95.28	95.23
049042 Sunset Elementary School	94.51	93.68	94.18	93.70	94.26	93.82
049044 Washington Elementary School	95.50	95.87	95.14	94.79	96.04	95.60
049054 Arnaudville Elementary School	95.94	96.16	95.94	95.25	95.57	95.04
049055 Plaisance Elementary School	95.97	96.41	95.50	94.65	95.64	95.31
<b>District (Elementary Schools)</b>	~	95.65	95.45	95.06	94.82	94.93
<b>District (All Schools)</b>	94.18	94.24	94.11	93.24	92.14	92.31
<b>State (Elementary Schools)</b>	~	95.01	95.21	95.01	95.20	95.01
<b>State (All Schools)</b>	~	93.55	93.64	93.36	93.70	93.40

<sup>1</sup> A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 4b: Percent of Student Attendance**  
*Middle/Jr. High Schools*

	1992-93 <sup>1</sup>	1993-94	1994-95	1995-96 <sup>2</sup>	1996-97	1997-98
049008 East Junior High School	91.84	90.77	92.31	89.96	90.65	88.14
049011 Eunice Junior High School	92.69	93.23	92.49	92.54	89.47	90.10
049031 Opelousas Junior High School	89.18	89.76	89.73	89.26	88.59	89.64
<b>District (Middle/Jr. High Schools)</b>	~	91.29	91.38	90.70	89.45	89.45
<b>District (All Schools)</b>	94.18	94.24	94.11	93.24	92.14	92.31
<b>State (Middle/Jr. High Schools)</b>	~	92.84	92.72	92.56	93.14	92.69
<b>State (All Schools)</b>	~	93.55	93.64	93.36	93.70	93.40

<sup>1</sup> A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 4c: Percent of Student Attendance**  
*High Schools*

	1992-93 <sup>1</sup>	1993-94	1994-95	1995-96 <sup>2</sup>	1996-97	1997-98
049010 Eunice High School	90.53	90.81	90.98	89.55	84.96	85.48
049032 Opelousas Senior High School	92.69	91.67	91.32	88.53	89.12	89.13
049051 North Central High School	90.24	89.05	88.72	85.35	81.96	82.96
049052 Beau Chene High School	92.95	92.61	93.36	91.78	88.39	89.09
049053 Northwest High School	92.36	92.58	92.44	91.86	87.99	88.15
<b>District (High Schools)</b>	~	91.47	91.63	89.65	87.07	87.51
<b>District (All Schools)</b>	94.18	94.24	94.11	93.24	92.14	92.31
<b>State (High Schools)</b>	~	90.97	91.02	90.62	91.06	90.75
<b>State (All Schools)</b>	~	93.55	93.64	93.36	93.70	93.40

<sup>1</sup> A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 4d: Percent of Student Attendance**  
*Combination Schools*

	<b>1992-93<sup>1</sup></b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96<sup>2</sup></b>	<b>1996-97</b>	<b>1997-98</b>
049038 Port Barre High School	93.67	93.95	93.86	93.35	90.26	89.99
<b>District (Combination Schools)</b>	~	93.95	93.86	93.35	90.26	89.99
<b>District (All Schools)</b>	94.18	94.24	94.11	93.24	92.14	92.31
<b>State (Combination Schools)</b>	~	94.45	94.48	94.20	94.67	94.16
<b>State (All Schools)</b>	~	93.55	93.64	93.36	93.70	93.40

<sup>1</sup> A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Students who drop out of school deprive our country of potentially valuable human resources (Hershaff, 1980). Research indicates that dropping out of school has negative consequences both for the individual who drops out and for society (Curry, Payson, and Sandhu, 1990).

Over the last 20 years, there has been a general increase in high school completion rates. Despite these gains, dropout rates remain at unacceptably high levels. The monitoring of high school dropout rates provides one measure of our progress in increasing the educational attainment of the state's youth. Unfortunately, determining the exact number of students who actually drop out of school is extremely difficult.

*According to LDE research, the percent of student dropouts has a strong negative correlation with test scores and attendance, and a positive correlation with school size. Thus, schools with low average test scores and low average attendance generally experience high dropout rates. Larger schools (those with enrollments of roughly 700 or more students) exhibit higher dropout rates than do smaller schools (Franklin and Crone, 1993).*

*Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.*

### Organization

Table 5, Student Dropouts, presents the number and percent of students (by grade level) who drop out of school for grades 7-12. Data are presented by school site code for all *Report Card* schools in the district whose grade structure includes grade seven or higher. District and state numbers and percents are offered for comparison purposes.

### Data Presentation: *School Report Card*

School-level counts and percents are reported (by grade) for grades 7-12. Also, district and state percents are presented.

### Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- 1. *Dropout*—the National Center for Education Statistics (NCES) defines a dropout in the following manner. A school dropout is an individual who was enrolled in school at some time during the previous year, was not enrolled at the beginning of the current school year, had not graduated from high school or completed an approved educational program, and did not meet any of the following exclusionary conditions:
  - Death;
  - Temporary absence due to suspension or illness; or
  - Transfer to another public school district, private school, or state- or district-approved education program.

For the purpose of this definition:

- A school year is the 12-month period of time beginning with the normal opening of school in the fall, with dropouts from the previous summer reported for the year and grade for which they fail to enroll;
- An individual has graduated from high school or completed an approved education program upon receipt of formal recognition from school authorities; and
- A state- or district-approved education program may include special education programs, home-based instruction, and school-sponsored GED preparation.

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## Method of Calculation

Louisiana's school- and district-level student dropout percents are calculated by dividing the total number of student dropouts in each grade for grades 7-12 by the cumulative enrollment for that grade. The formulas used to produce percent of student dropouts are presented at the bottom of this page.

## Data Sources

The dropout indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

## References

- Curry, B. A., Payson, James and Sandhu, Daya S. (1990). Efficacy of a university designed dropout prevention program for at-risk adolescents of Louisiana. *Louisiana Education Research Journal*. XVI:1, 52.
- Franklin, B. J. and Crone, L. J. (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Hershaff, S. M. (1980). Dropouts: A comparison of their general feelings of alienation and attitudes toward school with those of persisters. *The Southern Journal of Educational Research*. XIV:4, 247.
- National Center for Education Statistics (1993). *Dropout rates in the United States: 1993*. U.S. Department of Education, Office of Educational Research and Improvement. Government Printing Office: Washington, DC.

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## Formulas Used to Calculate Percent of Student Dropouts (Grades 7-12)

### School-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Number of Student Dropouts (By Grade Level)}}{\text{Cumulative Enrollment (By Grade Level)}} \times 100$$

### District-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the District}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the District}} \times 100$$

### State-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the State}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the State}} \times 100$$

## Table 5: Student Dropouts

		<b>1992-93<sup>1</sup></b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049008</b>	<b>East Junior High School</b>												
	Grade 7	0.85	2	0.00	0	0.00	0	2.79	7	2.65	7	5.50	16
	Grade 8	0.55	1	0.00	0	0.99	2	6.99	13	5.39	11	6.70	13
	Grade 9	0.00	0	0.00	0	0.00	0	~	~	~	~	~	~
<b>049010</b>	<b>Eunice High School</b>												
	Grade 9	1.08	4	0.54	2	0.00	0	1.62	6	5.39	20	5.67	19
	Grade 10	0.61	2	0.63	2	0.00	0	3.72	11	5.24	15	5.12	15
	Grade 11	0.44	1	1.97	5	0.00	0	3.46	8	3.27	8	4.12	10
	Grade 12	1.65	3	0.53	1	0.00	0	0.55	1	1.12	2	1.93	4
<b>049011</b>	<b>Eunice Junior High School</b>												
	Grade 7	0.00	0	0.00	0	0.00	0	3.37	11	3.82	11	1.59	5
	Grade 8	0.00	0	0.00	0	0.00	0	4.51	16	4.36	13	6.84	18
<b>049015</b>	<b>Grand Prairie Elementary School</b>												
	Grade 7	0.00	0	2.63	1	0.00	0	4.76	2	0.00	0	0.00	0
	Grade 8	0.00	0	0.00	0	0.00	0	0.00	0	2.94	1	0.00	0
<b>049018</b>	<b>Krotz Springs Elementary School</b>												
	Grade 7	0.00	0	2.08	1	0.00	0	0.00	0	0.00	0	5.56	2
	Grade 8	0.00	0	2.44	1	0.00	0	0.00	0	6.00	3	3.45	1
<b>049019</b>	<b>Lawtell Elementary School</b>												
	Grade 7	0.00	0	0.80	1	0.00	0	4.55	5	3.13	3	1.03	1
	Grade 8	0.00	0	0.93	1	0.00	0	2.04	2	6.49	5	1.18	1
<b>049021</b>	<b>Leonville Elementary School</b>												
	Grade 7	1.64	1	0.00	0	2.41	2	0.00	0	3.39	2	0.00	0
	Grade 8	0.00	0	0.00	0	0.00	0	2.60	2	0.00	0	3.17	2
<b>049023</b>	<b>Melville Elementary School</b>												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>049026</b>	<b>Morrow Elementary School</b>												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>049031</b>	<b>Opelousas Junior High School</b>												
	Grade 7	1.88	8	0.68	3	2.34	10	4.59	20	2.92	11	4.46	16
	Grade 8	4.04	9	0.85	2	2.15	5	3.61	9	5.43	12	1.55	4
	Grade 9	4.55	8	3.03	6	3.06	6	~	~	~	~	~	~

<sup>1</sup> In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

## Table 5: Student Dropouts

		<b>1992-93<sup>1</sup></b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049032</b>	<b>Opelousas Senior High School</b>												
	Grade 9	~	~	~	~	~	~	11.99	56	6.21	28	8.17	34
	Grade 10	1.43	5	1.61	5	0.00	0	10.48	35	6.61	25	6.50	23
	Grade 11	0.78	2	0.73	2	0.00	0	7.69	19	3.89	10	8.25	24
	Grade 12	0.43	1	0.00	0	0.00	0	7.96	18	3.69	8	3.85	9
<b>049033</b>	<b>Palmetto Elementary School</b>												
	Grade 7	0.00	0	0.00	0	0.00	0	7.14	1	0.00	0	0.00	0
<b>049038</b>	<b>Port Barre High School</b>												
	Grade 7	0.71	1	0.00	0	1.49	2	2.56	3	4.72	5	5.74	7
	Grade 8	0.00	0	0.00	0	1.05	1	3.64	4	2.06	2	0.00	0
	Grade 9	2.07	3	2.25	4	1.45	2	7.24	11	4.46	7	12.27	20
	Grade 10	1.00	1	0.90	1	0.00	0	6.90	8	6.31	7	5.47	7
	Grade 11	1.04	1	0.00	0	0.00	0	3.81	4	3.85	4	4.30	4
	Grade 12	0.00	0	0.00	0	1.30	1	1.25	1	0.00	0	1.14	1
<b>049042</b>	<b>Sunset Elementary School</b>												
	Grade 7	1.96	3	0.75	1	0.58	1	1.23	2	1.37	2	4.10	5
	Grade 8	0.00	0	0.00	0	1.60	2	7.80	11	1.99	3	2.86	3
<b>049044</b>	<b>Washington Elementary School</b>												
	Grade 7	0.00	0	0.00	0	2.70	1	0.00	0	2.86	1	0.00	0
<b>049051</b>	<b>North Central High School</b>												
	Grade 7	0.00	0	~	~	~	~	~	~	~	~	~	~
	Grade 8	1.18	2	1.87	4	3.82	5	5.07	7	13.33	20	7.69	10
	Grade 9	2.27	2	5.10	5	6.12	9	13.11	16	11.34	11	8.14	7
	Grade 10	2.20	2	6.94	5	6.15	4	5.88	5	2.35	2	10.45	7
	Grade 11	4.35	4	2.47	2	4.84	3	2.13	1	5.56	4	3.17	2
	Grade 12	2.67	2	2.63	2	0.00	0	7.55	4	7.50	3	1.72	1
<b>049052</b>	<b>Beau Chene High School</b>												
	Grade 8	~	~	~	~	0.00	0	5.00	1	0.00	0	0.00	0
	Grade 9	2.17	6	2.42	8	0.60	2	10.78	36	8.00	28	5.86	18
	Grade 10	1.26	3	2.17	5	1.21	3	9.45	24	5.15	12	8.08	24
	Grade 11	1.14	2	3.50	7	0.54	1	5.58	11	2.49	5	6.10	13
	Grade 12	0.70	1	0.00	0	0.00	0	1.91	3	2.48	4	4.55	7

<sup>1</sup> In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

## Table 5: Student Dropouts

		<b>1992-93<sup>1</sup></b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049053</b>	<b>Northwest High School</b>												
	Grade 9	0.40	1	1.77	4	1.76	4	6.63	13	4.00	8	5.34	11
	Grade 10	2.78	5	0.98	2	1.68	3	7.85	15	5.88	10	8.52	15
	Grade 11	2.11	3	2.04	3	0.54	1	7.80	11	5.13	8	4.13	5
	Grade 12	0.88	1	0.78	1	1.61	2	4.79	7	1.92	2	3.60	5
<b>049054</b>	<b>Arnaudville Elementary School</b>												
	Grade 7	1.47	1	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
	Grade 8	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>049055</b>	<b>Plaisance Elementary School</b>												
	Grade 7	0.00	0	0.00	0	0.00	0	2.53	2	0.00	0	0.00	0
	Grade 8	0.00	0	0.00	0	0.00	0	1.59	1	1.33	1	3.92	2
<b>District</b>													
	<b>Grade 7</b>	0.96	16	0.43	7	0.96	16	3.27	53	2.90	42	3.47	52
	<b>Grade 8</b>	0.88	12	0.54	8	1.09	15	4.54	66	5.12	71	4.21	54
	<b>Grade 9</b>	1.74	24	2.03	29	1.53	23	8.91	138	6.62	102	7.62	109
	<b>Grade 10</b>	1.46	18	1.68	20	0.82	10	7.89	98	5.74	71	7.08	91
	<b>Grade 11</b>	1.34	13	1.90	19	0.50	5	5.66	54	3.85	39	5.76	58
	<b>Grade 12</b>	1.03	8	0.52	4	0.37	3	4.07	34	2.42	19	3.10	27
	<b>Grades 9 - 12</b>	~	~	~	~	~	~	7.07	324	5.05	231	6.21	285
<b>State</b>													
	<b>Grade 7</b>	~	~	1.47	904	0.78	480	4.46	2,816	4.73	2,904	3.44	2,122
	<b>Grade 8</b>	~	~	1.71	971	0.93	538	6.04	3,568	5.53	3,232	4.46	2,519
	<b>Grade 9</b>	~	~	6.48	4,018	4.63	2,898	12.90	8,966	13.51	9,245	11.67	7,688
	<b>Grade 10</b>	~	~	4.91	2,531	3.79	2,005	11.86	6,554	12.10	6,626	10.53	5,802
	<b>Grade 11</b>	~	~	4.57	1,988	3.55	1,555	10.78	4,991	10.58	4,897	9.08	4,161
	<b>Grade 12</b>	~	~	3.70	1,433	2.65	1,061	10.75	4,397	8.62	3,605	8.71	3,716
	<b>Grades 9 - 12</b>	~	~	~	~	~	~	11.75	24,908	11.53	24,373	10.20	21,367

<sup>1</sup> In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data



## Students Suspended and Expelled

Student suspension not only harms students by depriving them of valuable instruction, it also harms communities, the individual school, and school district (Garibaldi, 1978).

*Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.*

### Organization

Tables 6a, 6b, 6c, and 6d, Students Suspended and Expelled, present the number and percent of students suspended and the number and percent of students expelled for each school in the district receiving a *School Report Card*. Schools are listed by category and in site code order. District percentages are presented for comparison of all schools. Since 1993-94, percentages based on the school category also have been provided for comparison purposes.

It should be pointed out that the “students suspended” number reflects the number of students at the school site who were suspended at least once during the school year. Because some students are suspended more than once over the course of the school year, the total incidence of suspension may be greater than the number reported here.

### Data Presentation: *School Report Card*

The 1997-98 *School Report Card* presents the school-level number and percent of students suspended and expelled. Category statistics are provided at the district level for comparison purposes.

### Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *In-school Expulsion*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.
- *In-school Suspension*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.
- *Out-of-school Expulsion*—removal (exit) of a student from school for a determined number of days with no provision of instructional services.
- *Out-of-school Suspension*—student is temporarily prohibited from participating in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

*Schools which report comparatively high suspension rates tend to serve more low-income students than those which report low suspension rates. Suspension rates tend to be higher among large schools. Middle schools and secondary schools report higher suspension rates than schools with other grade configurations. Finally, class enrollments are larger in high-suspension schools (Kennedy, 1993). This research is further supported by Franklin and Glascock (1994) who found that suspension rates are significantly higher in middle schools than elementary or combination (K-12) schools.*

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## Method of Calculation

Suspensions and expulsions are calculated for students enrolled in grades K-12. The formulas listed at the bottom of this page were used to calculate the desired school- and district-level percentages for each school category, as well as district-level percentages for all schools.

## Data Sources

The suspension and expulsion indicators are based on district-reported data submitted to the LDE via the Student Information System (SIS).

## References

- Children's Defense Fund. (1975). *School Suspensions - Are They Helping Children?* Cambridge, Mass.
- Franklin, B. J., and Glascock, C. H. (1994). The K-12 school - Did we forget the importance of continuity? Paper presented at the annual meeting of the Mid-South Education Research Association. Nashville, Tenn.
- Garibaldi, A. M. (1978). *In-School Alternatives to Suspension: Conference Report*. Washington, D.C.: U.S. Government Printing Office.
- Kennedy, E. (1993). A study of out-of-school suspensions and expulsions in Louisiana public schools. Report to the Board of Elementary and Secondary Education. Baton Rouge, La.: Louisiana Department of Education.

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## Formulas Used to Calculate Percent of Students Suspended, Expelled

### School-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Number of Students Suspended}}{\text{Cumulative Enrollment}} \times 100$$

$$\text{Percent of Students Expelled} = \frac{\text{Number of Students Expelled}}{\text{Cumulative Enrollment}} \times 100$$

### District-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Total Number of Students Suspended for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

$$\text{Percent of Students Expelled} = \frac{\text{Total Number of Students Expelled for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

\*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Elementary Students Suspended = (Number of Elementary Students Suspended / Cumulative Elementary Student Enrollment) X 100.

**Table 6a: Students Suspended and Expelled**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049003</b>	<b>Cankton Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.53	1	3.31	6	2.12	4
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>049004</b>	<b>Central Middle School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.36	2
	Suspended (Out of School)	5.42	40	9.37	61	10.54	64	6.94	46	9.80	58	12.64	70
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.27	2	0.15	1	0.49	3	0.00	0	0.00	0	0.00	0
<b>049006</b>	<b>Creswell Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	4.28	16	0.52	2
	Suspended (Out of School)	2.00	9	2.23	10	1.52	6	1.54	6	1.07	4	1.31	5
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>049007</b>	<b>East Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.71	3	0.00	0	0.67	3	0.22	1	0.49	2	0.25	1
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>049009</b>	<b>Eunice Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.19	1	0.79	4	0.63	3	2.86	13	2.21	9	4.44	18
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>049013</b>	<b>Glendale Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Suspended (Out of School)	0.53	2	0.00	0	0.50	2	1.23	5	0.26	1	~	~
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6a: Students Suspended and Expelled**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049014</b>	<b>Grand Coteau Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.71	2	0.00	0
	Suspended (Out of School)	3.34	11	2.44	8	0.93	3	1.39	4	1.77	5	2.52	7
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>049015</b>	<b>Grand Prairie Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	4.13	13	4.43	14	4.56	13	8.91	27	9.28	27	7.66	21
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.34	1	0.00	0
<b>049016</b>	<b>Grolee Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	3.57	30	0.24	2	0.24	2	0.00	0	1.28	11	0.24	2
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>049017</b>	<b>Highland Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.45	2	0.00	0	~	~
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~
<b>049018</b>	<b>Krotz Springs Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	6.98	28	4.50	17	4.04	15	4.16	15	5.90	22	6.03	22
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.54	2	0.00	0	0.54	2	0.00	0
<b>049019</b>	<b>Lawtell Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	1.04	8
	Suspended (Out of School)	4.32	38	3.76	33	8.11	66	9.36	76	10.78	82	6.88	53
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.12	1	0.62	5	0.79	6	0.00	0

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6a: Students Suspended and Expelled**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049021</b>	<b>Leonville Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	2.62	15	0.90	5	0.55	3	0.18	1	0.38	2	1.46	8
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.35	2	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>049023</b>	<b>Melville Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	5.17	17	2.67	8	2.16	6	7.77	24	6.08	16	5.45	14
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.30	1	0.33	1	0.00	0	0.32	1	0.00	0	0.00	0
<b>049026</b>	<b>Morrow Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	6.86	12	13.66	22	3.14	5	4.29	7	2.65	4	3.80	6
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	1.14	2	1.24	2	0.00	0	0.00	0	0.00	0	0.00	0
<b>049028</b>	<b>North Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	9.51	54	9.20	46	10.16	50	8.38	47	5.03	26	7.22	35
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.35	2	0.40	2	1.02	5	0.18	1	0.00	0	0.82	4
<b>049029</b>	<b>Northeast Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Suspended (Out of School)	2.95	13	1.84	8	0.88	4	0.00	0	1.17	5	~	~
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Expelled (Out of School)	0.23	1	0.00	0	0.00	0	0.00	0	0.00	0	~	~
<b>049033</b>	<b>Palmetto Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	6.81	19	2.15	5	2.56	6	0.00	0	3.00	8	4.33	11
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6a: Students Suspended and Expelled**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049035</b>	<b>Park Vista Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	1.34	10	0.41	3	0.98	7	0.26	2	0.80	6	0.26	2
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.13	1	0.00	0	0.00	0
<b>049037</b>	<b>Port Barre Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Suspended (Out of School)	0.46	2	0.00	0	0.00	0	1.00	4	0.00	0	~	~
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~
<b>049040</b>	<b>South Street Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	5.09	25	1.95	10	3.79	20	2.17	13	2.99	20	2.64	19
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>049041</b>	<b>Southwest Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	3.06	17	3.47	20	3.02	18	1.81	12	1.52	9	4.18	24
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.52	3	0.17	1	0.00	0	0.34	2	0.35	2
<b>049042</b>	<b>Sunset Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	11.65	89	9.52	71	10.27	75	10.52	79	12.29	87	11.54	71
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.52	4	0.27	2	0.82	6	0.27	2	0.42	3	0.49	3
<b>049044</b>	<b>Washington Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	2.54	6	4.89	13	2.05	6	3.75	12	4.04	12	4.55	13
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6a: Students Suspended and Expelled**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049054</b>	<b>Arnaudville Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	2.87	15	2.84	15
	Suspended (Out of School)	3.11	16	4.85	25	4.23	21	2.70	14	5.74	30	3.59	19
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>049055</b>	<b>Plaisance Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	9.26	59	7.32	41	10.48	52	8.08	40	5.53	26	8.00	34
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.47	3	0.00	0	0.40	2	1.62	8	0.21	1	0.71	3
<b>District (Elementary Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.30	33	0.25	27
	Suspended (Out of School)	~	~	3.79	426	4.10	450	3.87	448	4.30	472	4.21	457
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	0.10	11	0.18	20	0.16	18	0.14	15	0.11	12
<b>District (All Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.82	151	0.91	165
	Suspended (Out of School)	7.73	1,410	7.06	1,270	7.55	1,343	7.74	1,461	8.94	1,640	8.91	1,622
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.38	70	0.46	82	0.40	71	0.34	64	0.44	80	0.51	93
<b>State<sup>1</sup> (Elementary Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	2.17	8,584	3.07	11,949
	Suspended (Out of School)	~	~	~	~	~	~	~	~	4.26	16,806	4.83	18,811
	Expelled (In School)	~	~	~	~	~	~	~	~	0.01	34	0.01	37
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.08	311	0.11	425
<b>State<sup>1</sup> (All Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6b: Students Suspended and Expelled**  
*Middle/Jr. High Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049008</b>	<b>East Junior High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	19.56	106	21.82	132	19.80	119	28.54	143	27.99	152	26.65	149
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	2.03	11	1.98	12	1.00	6	2.40	12	3.31	18	2.86	16
<b>049011</b>	<b>Eunice Junior High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	11.63	80	10.16	71	14.20	98	8.96	66	13.69	85	12.52	79
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.29	2	0.86	6	0.29	2	0.14	1	1.13	7	0.95	6
<b>049031</b>	<b>Opelousas Junior High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	13.83	114	10.14	89	10.40	89	10.23	81	9.09	64	13.54	96
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	1.46	12	1.59	14	1.87	16	1.64	13	1.56	11	3.39	24

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6b: Students Suspended and Expelled**  
*Middle/Jr. High Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (Middle/Jr. High Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	~	~	14.82	292	15.58	306	14.93	287	16.74	300	17.80	321
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	1.62	32	1.22	24	1.35	26	2.01	36	2.55	46
<b>District (All Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.82	151	0.91	165
	Suspended (Out of School)	7.73	1,410	7.06	1,270	7.55	1,343	7.74	1,461	8.94	1,640	8.91	1,622
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.38	70	0.46	82	0.40	71	0.34	64	0.44	80	0.51	93
<b>State<sup>1</sup> (Middle/Jr. High Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	10.03	14,670	14.53	21,148
	Suspended (Out of School)	~	~	~	~	~	~	~	~	16.40	23,990	18.26	26,576
	Expelled (In School)	~	~	~	~	~	~	~	~	0.16	234	0.31	448
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.87	1,269	1.12	1,629
<b>State<sup>1</sup> (All Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6c: Students Suspended and Expelled**  
*High Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049010</b>	<b>Eunice High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	10.23	118	11.95	138
	Suspended (Out of School)	13.32	147	13.95	158	20.09	231	11.29	129	17.16	198	17.14	198
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.54	6	1.41	16	0.70	8	0.00	0	0.09	1	0.17	2
<b>049032</b>	<b>Opelousas Senior High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	6.89	58	8.25	65	6.51	54	9.80	141	10.85	163	12.85	197
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.12	1	0.25	2	0.12	1	0.42	6	0.33	5	0.46	7
<b>049051</b>	<b>North Central High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	17.02	88	14.97	81	8.05	38	27.36	145	18.98	100	10.95	53
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	1.16	6	1.48	8	0.42	2	0.19	1	0.76	4	0.21	1
<b>049052</b>	<b>Beau Chene High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	11.16	93	8.87	80	10.02	94	13.96	146	16.97	177	15.56	167
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.11	1	0.53	5	0.48	5	0.58	6	1.40	15
<b>049053</b>	<b>Northwest High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	15.45	106	12.02	85	10.22	73	13.24	96	19.16	133	14.00	98
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.58	4	0.42	3	0.28	2	0.55	4	0.72	5	0.57	4

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6c: Students Suspended and Expelled**  
*High Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (High Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	2.44	118	2.84	138
	Suspended (Out of School)	~	~	12.32	469	12.55	490	13.61	654	15.91	770	14.60	710
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	0.79	30	0.46	18	0.33	16	0.43	21	0.60	29
<b>District (All Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.82	151	0.91	165
	Suspended (Out of School)	7.73	1,410	7.06	1,270	7.55	1,343	7.74	1,461	8.94	1,640	8.91	1,622
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.38	70	0.46	82	0.40	71	0.34	64	0.44	80	0.51	93
<b>State<sup>1</sup> (High Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	8.67	19,412	11.97	26,592
	Suspended (Out of School)	~	~	~	~	~	~	~	~	15.72	35,175	15.80	35,108
	Expelled (In School)	~	~	~	~	~	~	~	~	0.11	254	0.23	512
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.80	1,797	0.80	1,775
<b>State<sup>1</sup> (All Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6d: Students Suspended and Expelled**  
*Combination Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049038</b>	<b>Port Barre High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	8.57	89	8.03	83	9.74	97	7.58	80	10.31	106	13.21	139
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	1.06	11	0.87	9	0.90	9	0.38	4	0.78	8	0.57	6
<b>District (Combination Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	~	~	8.45	83	10.21	97	7.58	80	10.31	106	13.21	139
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	0.92	9	0.95	9	0.38	4	0.78	8	0.57	6
<b>District (All Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.82	151	0.91	165
	Suspended (Out of School)	7.73	1,410	7.06	1,270	7.55	1,343	7.74	1,461	8.94	1,640	8.91	1,622
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.38	70	0.46	82	0.40	71	0.34	64	0.44	80	0.51	93
<b>State<sup>1</sup> (Combination Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	3.50	1,464	4.40	1,756
	Suspended (Out of School)	~	~	~	~	~	~	~	~	7.88	3,296	8.09	3,226
	Expelled (In School)	~	~	~	~	~	~	~	~	0.05	20	0.05	18
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.21	87	0.21	85
<b>State<sup>1</sup> (All Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

# *Part 4. Student Achievement*

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Reading Level Evaluation Results.....	4-1
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# Reading Level Evaluation Results

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The ability to read is essential to survive in our society. Many children learn to read quickly and efficiently once exposed to formal instruction. However, this is not an easy task for some children due to a variety of reasons. These children require high quality preschool and kindergarten programs and excellent primary instruction that emphasize language and literacy skills. Act 450 of the 1997 Legislative Session required each second and third grade teacher to report the number of students reading below grade level within the first thirty days of school.

## Organization

Tables 7a and 7b present Reading Level Evaluation Results for grades 2 and 3 respectively. These results present the number and percent of students reading below, on, and above their grade levels. This information is provided for each school in the district receiving a *School Report Card*, with schools listed in site code order. District and state results are presented for comparison purposes. Please use caution when comparing, as each district was permitted to select its own assessment instrument(s).

## Definition

The following students were evaluated and included in the assessment results:

- All regular education students enrolled as of October 1, 1997;
- All special education students whose IEP designate that they are in a specially designed, regular instructional program;
- All Limited English Proficient (LEP) students who were enrolled in and completed at least two full consecutive academic years in an English-speaking school (including kindergarten);
- Students in alternative programs or placements who are addressing regular curriculum standards; and
- All disabled students according to Section 504.

## Assessment Instruments

Each teacher used one of the following types of assessment instruments:

- Basal reading test
- Informal reading inventory
- Computerized reading inventory
- Other standardized tests, such as norm-referenced tests, criterion-referenced tests, etc.

## Data Presentation: *School Report Card*

The *1997-98 School Report Cards* present school-level count and percent of students reading below, on, and above their grade levels for grades 2 and 3.

## Method of Calculation

The formula used to compute the percents of students reading below, on, and above their grade levels is presented on the following page.

## Data Sources

The Reading Level data is based on district-reported data submitted to the Louisiana Department of Education, Division of School Standards, Accountability and Assistance.

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**Formula Used to Calculate Percent of Students Reading Below, On, and Above Their Grade Levels**

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading Below} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading Below Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading On} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading On Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading Above} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading Above Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

**Table 7a: Reading Level Evaluation Results - Grade 2**  
*Number and Percent of Students Reading Below, On, or Above Grade Level*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98<sup>1</sup></b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049003 Cankton Elementary School</b>													
	Students Assessed		~		~		~		~		~		19
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.05	4
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	78.95	15
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
<b>049006 Creswell Elementary School</b>													
	Students Assessed		~		~		~		~		~		41
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	46.34	19
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	53.66	22
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
<b>049007 East Elementary School</b>													
	Students Assessed		~		~		~		~		~		61
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	26.23	16
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	65.57	40
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	8.20	5
<b>049009 Eunice Elementary School</b>													
	Students Assessed		~		~		~		~		~		65
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	33.85	22
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	58.46	38
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	7.69	5
<b>049013 Glendale Elementary School</b>													
	Students Assessed		~		~		~		~		~		49
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	10.20	5
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	75.51	37
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.29	7
<b>049014 Grand Coteau Elementary School</b>													
	Students Assessed		~		~		~		~		~		39
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.38	6
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	82.05	32
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	2.56	1

<sup>1</sup> Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

**Table 7a: Reading Level Evaluation Results - Grade 2**  
*Number and Percent of Students Reading Below, On, or Above Grade Level*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98<sup>1</sup></b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049015</b>	<b>Grand Prairie Elementary School</b>												
	Students Assessed		~		~		~		~		~		23
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	4.35	1
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	82.61	19
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	13.04	3
<b>049016</b>	<b>Grolee Elementary School</b>												
	Students Assessed		~		~		~		~		~		95
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	25.26	24
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	68.42	65
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	6.32	6
<b>049017</b>	<b>Highland Elementary School</b>												
	Students Assessed		~		~		~		~		~		68
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.71	10
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	79.41	54
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	5.88	4
<b>049018</b>	<b>Krotz Springs Elementary School</b>												
	Students Assessed		~		~		~		~		~		34
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.59	7
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	61.76	21
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	17.65	6
<b>049019</b>	<b>Lawtell Elementary School</b>												
	Students Assessed		~		~		~		~		~		63
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	12.70	8
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	73.02	46
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.29	9
<b>049021</b>	<b>Leonville Elementary School</b>												
	Students Assessed		~		~		~		~		~		48
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	6.25	3
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	62.50	30
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	31.25	15

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~ = Unavailable data

**Table 7a: Reading Level Evaluation Results - Grade 2**  
*Number and Percent of Students Reading Below, On, or Above Grade Level*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98<sup>1</sup></b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049023</b>	<b>Melville Elementary School</b>												
	Students Assessed		~		~		~		~		~		21
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	33.33	7
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	66.67	14
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
<b>049026</b>	<b>Morrow Elementary School</b>												
	Students Assessed		~		~		~		~		~		25
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	64.00	16
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	36.00	9
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
<b>049028</b>	<b>North Elementary School</b>												
	Students Assessed		~		~		~		~		~		53
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	62.26	33
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.74	20
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
<b>049029</b>	<b>Northeast Elementary School</b>												
	Students Assessed		~		~		~		~		~		49
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.78	19
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	59.18	29
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	2.04	1
<b>049033</b>	<b>Palmetto Elementary School</b>												
	Students Assessed		~		~		~		~		~		37
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.24	16
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	51.35	19
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	5.41	2
<b>049035</b>	<b>Park Vista Elementary School</b>												
	Students Assessed		~		~		~		~		~		96
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	10.42	10
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	75.00	72
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.58	14

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~ = Unavailable data

**Table 7a: Reading Level Evaluation Results - Grade 2**  
*Number and Percent of Students Reading Below, On, or Above Grade Level*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98<sup>1</sup></b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049037 Port Barre Elementary School</b>													
	Students Assessed		~		~		~		~		~		90
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	10.00	9
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	67.78	61
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	22.22	20
<b>049040 South Street Elementary School</b>													
	Students Assessed		~		~		~		~		~		73
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	23.29	17
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	65.75	48
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	10.96	8
<b>049041 Southwest Elementary School</b>													
	Students Assessed		~		~		~		~		~		59
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	28.81	17
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	64.41	38
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	6.78	4
<b>049042 Sunset Elementary School</b>													
	Students Assessed		~		~		~		~		~		43
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	34.88	15
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	60.47	26
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	4.65	2
<b>049044 Washington Elementary School</b>													
	Students Assessed		~		~		~		~		~		33
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	54.55	18
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	39.39	13
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	6.06	2
<b>049054 Arnaudville Elementary School</b>													
	Students Assessed		~		~		~		~		~		49
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	30.61	15
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	55.10	27
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.29	7

<sup>1</sup> Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

**Table 7a: Reading Level Evaluation Results - Grade 2**  
*Number and Percent of Students Reading Below, On, or Above Grade Level*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98<sup>1</sup></b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049055 Plaisance Elementary School</b>													
	Students Assessed		~		~		~		~		~		40
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	40.00	16
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	60.00	24
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
<b>District</b>													
	Students Assessed		~		~		~		~		~		1,273
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	26.16	333
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	64.34	819
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	9.51	121
<b>State (Public)</b>													
	Students Assessed		~		~		~		~		~		58,692
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.48	25,518
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.09	21,767
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.44	11,407

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~ = Unavailable data

**Table 7b: Reading Level Evaluation Results - Grade 3**  
*Number and Percent of Students Reading Below, On, or Above Grade Level*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98<sup>1</sup></b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049003 Cankton Elementary School</b>													
	Students Assessed		~		~		~		~		~		27
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.81	4
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	85.19	23
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
<b>049006 Creswell Elementary School</b>													
	Students Assessed		~		~		~		~		~		44
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	36.36	16
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	63.64	28
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
<b>049007 East Elementary School</b>													
	Students Assessed		~		~		~		~		~		68
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	32.35	22
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	50.00	34
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	17.65	12
<b>049009 Eunice Elementary School</b>													
	Students Assessed		~		~		~		~		~		59
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	18.64	11
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	62.71	37
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	18.64	11
<b>049013 Glendale Elementary School</b>													
	Students Assessed		~		~		~		~		~		61
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.75	9
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	67.21	41
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	18.03	11
<b>049014 Grand Coteau Elementary School</b>													
	Students Assessed		~		~		~		~		~		28
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	3.57	1
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	82.14	23
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.29	4

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**Table 7b: Reading Level Evaluation Results - Grade 3**  
*Number and Percent of Students Reading Below, On, or Above Grade Level*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98<sup>1</sup></b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049015</b>	<b>Grand Prairie Elementary School</b>												
	Students Assessed		~		~		~		~		~		30
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	13.33	4
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	76.67	23
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	10.00	3
<b>049016</b>	<b>Grolee Elementary School</b>												
	Students Assessed		~		~		~		~		~		88
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	7.95	7
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	67.05	59
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	25.00	22
<b>049017</b>	<b>Highland Elementary School</b>												
	Students Assessed		~		~		~		~		~		58
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	17.24	10
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	63.79	37
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	18.97	11
<b>049018</b>	<b>Krotz Springs Elementary School</b>												
	Students Assessed		~		~		~		~		~		33
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	27.27	9
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	57.58	19
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.15	5
<b>049019</b>	<b>Lawtell Elementary School</b>												
	Students Assessed		~		~		~		~		~		54
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	12.96	7
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	62.96	34
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	24.07	13
<b>049021</b>	<b>Leonville Elementary School</b>												
	Students Assessed		~		~		~		~		~		41
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	9.76	4
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	75.61	31
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.63	6

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~ = Unavailable data

**Table 7b: Reading Level Evaluation Results - Grade 3**  
*Number and Percent of Students Reading Below, On, or Above Grade Level*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98<sup>1</sup></b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049023</b>	<b>Melville Elementary School</b>												
	Students Assessed		~		~		~		~		~		25
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	36.00	9
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	64.00	16
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
<b>049026</b>	<b>Morrow Elementary School</b>												
	Students Assessed		~		~		~		~		~		18
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	50.00	9
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	50.00	9
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
<b>049028</b>	<b>North Elementary School</b>												
	Students Assessed		~		~		~		~		~		59
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	35.59	21
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	59.32	35
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	5.08	3
<b>049029</b>	<b>Northeast Elementary School</b>												
	Students Assessed		~		~		~		~		~		48
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	18.75	9
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	72.92	35
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	8.33	4
<b>049033</b>	<b>Palmetto Elementary School</b>												
	Students Assessed		~		~		~		~		~		26
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	11.54	3
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	73.08	19
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.38	4
<b>049035</b>	<b>Park Vista Elementary School</b>												
	Students Assessed		~		~		~		~		~		93
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	5.38	5
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	67.74	63
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	26.88	25

<sup>1</sup> Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

**Table 7b: Reading Level Evaluation Results - Grade 3**  
*Number and Percent of Students Reading Below, On, or Above Grade Level*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98<sup>1</sup></b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049037 Port Barre Elementary School</b>													
	Students Assessed		~		~		~		~		~		83
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.66	13
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	57.83	48
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	26.51	22
<b>049040 South Street Elementary School</b>													
	Students Assessed		~		~		~		~		~		86
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	22.09	19
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	72.09	62
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	5.81	5
<b>049041 Southwest Elementary School</b>													
	Students Assessed		~		~		~		~		~		63
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	26.98	17
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	58.73	37
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.29	9
<b>049042 Sunset Elementary School</b>													
	Students Assessed		~		~		~		~		~		34
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	26.47	9
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	70.59	24
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	2.94	1
<b>049044 Washington Elementary School</b>													
	Students Assessed		~		~		~		~		~		23
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	34.78	8
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	65.22	15
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
<b>049054 Arnaudville Elementary School</b>													
	Students Assessed		~		~		~		~		~		52
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	25.00	13
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	57.69	30
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	17.31	9

<sup>1</sup> Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

**Table 7b: Reading Level Evaluation Results - Grade 3**  
*Number and Percent of Students Reading Below, On, or Above Grade Level*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98<sup>1</sup></b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049055 Plaisance Elementary School</b>													
	Students Assessed		~		~		~		~		~		31
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	25.81	8
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	64.52	20
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	9.68	3
<b>District</b>													
	Students Assessed		~		~		~		~		~		1,232
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.05	247
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	65.10	802
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.85	183
<b>State (Public)</b>													
	Students Assessed		~		~		~		~		~		56,800
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.00	21,585
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	42.23	23,989
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.76	11,226

<sup>1</sup> Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

## Criterion-referenced Test (CRT) Results

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Educational tests such as criterion-referenced tests (CRTs) are, in one form or another, tests of academic achievement based on a pre-stated set of standards.

The CRTs administered in this state are part of the Louisiana Educational Assessment Program (LEAP) and are administered in April of each year to public school students at specified grade levels. For the secondary level, the CRT is the Graduation Exit Examination (GEE).

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). The Progress Profiles Program reports scores for all students taking the tests. This reflects the same reporting format used by the LEAP.

In Louisiana, CRTs provide a measure of the extent to which students meet state-established, grade-level skill requirements in the following subject areas:

- *Grades 3 and 5*—Language Arts and Mathematics,
- *Grade 7*—Language Arts and Mathematics, and
- *Secondary Level (GEE)*—English Language Arts, Mathematics, Written Composition, Science, and Social Studies.

### Organization

Tables 8a - 8c provide CRT Results for Grades 3, 5, and 7, respectively, while Table 8d provides GEE test results for first-time GEE test takers. The tables present CRT results for each school in the district receiving a *School Report Card*, with schools shown in school site code order. Also, comparison data are presented for the district and the state.

The tables reflect both the number of students taking the test and the percent of students who meet or exceed standards for the respective grade levels. Thus, the percent of students passing a specific test is the percent scoring at or above the performance standard that the state has set in that subject area.

### Data Presentation: *School Report Cards*

The *1997-98 School Report Cards* present school, district, and state percent passing rates by grade level and subject area.

### Definition

*Criterion-referenced tests (CRTs)*—tests that produce a score that tells how individuals/schools perform in achieving an established criteria; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

### Data Source

The CRT indicator is based on student-level data tapes provided to the LDE by National Computer Systems, test contractor for the Louisiana Educational Assessment Program (LEAP).

**Table 8a: Criterion-referenced Test (LEAP) Results - Grade 3**  
*Percent of Students Passing and Number of Students Tested*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049003</b>	<b>Cankton Elementary School</b>												
	Language Arts	89	27	94	17	95	21	94	18	100	26	100	29
	Mathematics	96	27	100	17	95	21	100	18	100	26	97	29
<b>049006</b>	<b>Creswell Elementary School</b>												
	Language Arts	88	49	76	46	85	41	83	36	95	40	90	42
	Mathematics	90	49	83	46	93	41	89	37	95	40	90	41
<b>049007</b>	<b>East Elementary School</b>												
	Language Arts	97	59	95	74	100	62	98	61	100	66	100	62
	Mathematics	95	59	91	74	97	62	98	61	100	66	98	62
<b>049009</b>	<b>Eunice Elementary School</b>												
	Language Arts	97	76	95	80	95	57	97	64	100	62	95	64
	Mathematics	99	76	96	80	88	57	95	64	100	62	98	64
<b>049013</b>	<b>Glendale Elementary School</b>												
	Language Arts	100	54	96	73	100	53	100	55	99	72	100	59
	Mathematics	100	54	99	73	100	53	95	55	99	72	98	59
<b>049014</b>	<b>Grand Coteau Elementary School</b>												
	Language Arts	100	32	92	38	91	34	100	29	100	43	100	30
	Mathematics	94	32	100	38	97	34	97	29	95	43	100	30
<b>049015</b>	<b>Grand Prairie Elementary School</b>												
	Language Arts	100	30	100	19	91	22	100	23	100	27	97	29
	Mathematics	97	30	95	19	86	22	100	23	96	27	97	29
<b>049016</b>	<b>Grolee Elementary School</b>												
	Language Arts	98	111	97	103	99	94	98	105	98	103	98	91
	Mathematics	96	111	98	103	99	94	98	105	99	103	99	91
<b>049017</b>	<b>Highland Elementary School</b>												
	Language Arts	93	58	97	87	98	44	99	68	99	67	97	60
	Mathematics	97	58	97	87	100	44	97	68	99	67	93	60
<b>049018</b>	<b>Krotz Springs Elementary School</b>												
	Language Arts	84	37	91	33	95	42	100	28	94	36	97	29
	Mathematics	100	37	91	33	88	42	96	28	95	37	93	29
<b>049019</b>	<b>Lawtell Elementary School</b>												
	Language Arts	87	71	98	81	94	65	95	66	97	69	96	56
	Mathematics	86	71	95	80	92	65	92	66	87	69	95	56

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8a: Criterion-referenced Test (LEAP) Results - Grade 3**  
*Percent of Students Passing and Number of Students Tested*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049021</b>	<b>Leonville Elementary School</b>												
	Language Arts	96	57	98	50	89	45	96	53	97	38	100	41
	Mathematics	91	57	96	50	98	45	96	53	100	38	100	41
<b>049023</b>	<b>Melville Elementary School</b>												
	Language Arts	88	24	91	22	83	23	91	33	93	27	88	25
	Mathematics	79	24	95	22	78	23	82	33	96	26	80	25
<b>049026</b>	<b>Morrow Elementary School</b>												
	Language Arts	71	14	100	17	100	13	100	11	100	12	94	18
	Mathematics	86	14	100	17	92	13	100	11	100	12	94	18
<b>049028</b>	<b>North Elementary School</b>												
	Language Arts	72	65	72	67	88	52	81	54	98	47	96	53
	Mathematics	61	64	72	67	79	52	89	54	89	46	89	53
<b>049029</b>	<b>Northeast Elementary School</b>												
	Language Arts	96	48	94	49	100	42	100	51	100	36	96	45
	Mathematics	100	48	98	49	98	42	100	51	100	36	95	44
<b>049033</b>	<b>Palmetto Elementary School</b>												
	Language Arts	87	23	92	24	83	24	90	30	100	26	100	28
	Mathematics	96	23	96	24	88	24	93	30	100	26	100	28
<b>049035</b>	<b>Park Vista Elementary School</b>												
	Language Arts	100	98	100	68	100	101	100	103	100	89	100	94
	Mathematics	97	98	100	69	97	101	99	103	100	89	99	94
<b>049037</b>	<b>Port Barre Elementary School</b>												
	Language Arts	95	80	95	83	90	79	99	88	99	81	96	78
	Mathematics	95	79	94	83	95	79	95	88	98	81	94	78
<b>049040</b>	<b>South Street Elementary School</b>												
	Language Arts	89	47	100	44	100	65	98	64	96	54	100	80
	Mathematics	96	47	100	44	98	65	95	64	98	54	96	80
<b>049041</b>	<b>Southwest Elementary School</b>												
	Language Arts	86	42	87	62	86	59	91	77	97	59	95	60
	Mathematics	95	42	89	62	95	59	96	77	100	59	100	60
<b>049042</b>	<b>Sunset Elementary School</b>												
	Language Arts	86	57	93	40	100	40	94	48	100	38	91	33
	Mathematics	74	57	95	40	95	39	91	47	100	38	97	33

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8a: Criterion-referenced Test (LEAP) Results - Grade 3**  
*Percent of Students Passing and Number of Students Tested*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049044</b>	<b>Washington Elementary School</b>												
	Language Arts	100	21	100	36	85	26	100	22	96	25	91	22
	Mathematics	100	21	97	35	85	26	100	21	96	25	95	22
<b>049054</b>	<b>Arnaudville Elementary School</b>												
	Language Arts	100	45	100	41	100	50	100	46	98	58	98	54
	Mathematics	100	45	100	41	100	50	100	46	98	58	100	54
<b>049055</b>	<b>Plaisance Elementary School</b>												
	Language Arts	98	55	97	35	87	47	97	31	94	32	100	31
	Mathematics	91	55	94	35	74	47	90	31	100	32	100	31
<b>District</b>													
	Language Arts	93	1,280	94	1,289	94	1,201	96	1,264	98	1,233	97	1,213
	Mathematics	92	1,278	94	1,288	93	1,200	96	1,263	98	1,232	96	1,211
<b>State</b>													
	Language Arts	91	56,847	91	57,518	90	55,985	90	58,218	91	56,926	90	56,711
	Mathematics	90	56,593	91	57,278	90	55,728	89	58,034	91	56,792	88	56,534

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8b: Criterion-referenced Test (LEAP) Results - Grade 5**  
*Percent of Students Passing and Number of Students Tested*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049003</b>	<b>Cankton Elementary School</b>												
	Language Arts	94	34	100	25	100	24	100	15	90	20	100	24
	Mathematics	97	34	96	25	100	24	100	15	95	19	96	24
<b>049004</b>	<b>Central Middle School</b>												
	Language Arts	93	289	92	219	91	236	87	293	89	224	92	249
	Mathematics	92	290	97	219	95	237	92	294	94	223	95	249
<b>049006</b>	<b>Creswell Elementary School</b>												
	Language Arts	88	49	74	50	74	38	85	40	89	36	65	46
	Mathematics	90	49	94	50	95	38	95	40	94	36	83	46
<b>049014</b>	<b>Grand Coteau Elementary School</b>												
	Language Arts	97	35	95	37	79	34	92	37	84	32	100	27
	Mathematics	97	34	95	37	88	34	100	37	88	32	96	27
<b>049015</b>	<b>Grand Prairie Elementary School</b>												
	Language Arts	96	24	97	30	100	24	93	29	100	23	100	22
	Mathematics	96	24	100	30	100	24	100	29	100	23	100	22
<b>049016</b>	<b>Grolee Elementary School</b>												
	Language Arts	96	101	98	81	98	106	99	98	98	94	97	95
	Mathematics	100	101	99	81	99	106	100	98	99	98	100	95
<b>049018</b>	<b>Krotz Springs Elementary School</b>												
	Language Arts	97	33	100	38	100	26	100	43	100	36	97	36
	Mathematics	100	33	100	38	100	26	100	43	100	35	100	36
<b>049019</b>	<b>Lawtell Elementary School</b>												
	Language Arts	89	93	91	67	91	68	88	92	82	77	90	77
	Mathematics	94	93	88	67	84	68	83	92	90	77	97	77
<b>049021</b>	<b>Leonville Elementary School</b>												
	Language Arts	89	66	92	51	93	44	88	56	95	43	96	45
	Mathematics	94	66	88	51	98	44	91	56	95	44	93	45
<b>049023</b>	<b>Melville Elementary School</b>												
	Language Arts	86	36	92	37	100	18	100	14	83	23	75	24
	Mathematics	83	36	84	37	78	18	100	14	87	23	63	24
<b>049026</b>	<b>Morrow Elementary School</b>												
	Language Arts	50	30	90	10	64	11	100	19	90	10	100	11
	Mathematics	80	30	100	10	82	11	89	19	80	10	100	11

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8b: Criterion-referenced Test (LEAP) Results - Grade 5**  
*Percent of Students Passing and Number of Students Tested*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049028</b>	<b>North Elementary School</b>												
	Language Arts	91	43	72	54	71	41	88	51	89	46	71	48
	Mathematics	77	43	83	54	95	41	94	51	84	45	75	48
<b>049029</b>	<b>Northeast Elementary School</b>												
	Language Arts	87	47	98	48	100	40	98	54	100	30	98	51
	Mathematics	98	47	100	48	98	41	98	54	100	30	96	51
<b>049033</b>	<b>Palmetto Elementary School</b>												
	Language Arts	95	20	82	17	95	22	94	32	84	19	96	23
	Mathematics	90	20	94	17	100	22	94	32	95	19	91	23
<b>049035</b>	<b>Park Vista Elementary School</b>												
	Language Arts	99	79	93	84	98	98	98	81	99	97	98	96
	Mathematics	100	79	96	84	98	98	100	81	99	97	99	96
<b>049038</b>	<b>Port Barre High School</b>												
	Language Arts	84	102	90	86	82	92	80	101	90	77	96	100
	Mathematics	77	102	92	86	97	92	96	101	99	77	100	100
<b>049040</b>	<b>South Street Elementary School</b>												
	Language Arts	100	49	100	49	100	59	100	52	97	61	97	66
	Mathematics	98	49	100	49	100	59	98	52	97	61	97	66
<b>049041</b>	<b>Southwest Elementary School</b>												
	Language Arts	65	63	77	62	72	43	77	61	91	47	86	74
	Mathematics	68	63	87	62	84	43	87	61	94	47	93	75
<b>049042</b>	<b>Sunset Elementary School</b>												
	Language Arts	70	64	83	54	85	52	84	49	87	39	98	48
	Mathematics	80	64	93	54	77	52	80	49	95	39	98	48
<b>049044</b>	<b>Washington Elementary School</b>												
	Language Arts	77	26	100	19	89	27	87	39	100	22	91	22
	Mathematics	88	26	100	19	100	27	95	39	100	22	100	22
<b>049054</b>	<b>Arnaudville Elementary School</b>												
	Language Arts	98	46	98	46	100	39	94	53	93	54	96	51
	Mathematics	98	46	100	46	100	39	100	53	98	54	98	51
<b>049055</b>	<b>Plaisance Elementary School</b>												
	Language Arts	78	64	97	63	81	48	94	47	89	45	94	33
	Mathematics	63	64	98	63	81	48	89	47	89	45	88	33

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8b: Criterion-referenced Test (LEAP) Results - Grade 5**  
*Percent of Students Passing and Number of Students Tested*

	<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District</b>												
Language Arts	88	1,393	91	1,238	90	1,193	90	1,357	92	1,158	92	1,268
Mathematics	89	1,393	94	1,237	94	1,193	94	1,358	95	1,159	95	1,269
<b>State</b>												
Language Arts	90	55,817	90	54,975	90	53,644	87	59,292	87	57,617	85	55,793
Mathematics	90	55,725	91	54,885	91	53,564	89	59,183	89	57,637	88	55,716

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8c: Criterion-referenced Test (LEAP) Results - Grade 7**  
*Percent of Students Passing and Number of Students Tested*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049008</b>	<b>East Junior High School</b>												
	Language Arts	87	170	88	161	85	160	92	154	92	153	89	138
	Mathematics	84	169	83	162	88	161	87	154	82	152	83	138
<b>049011</b>	<b>Eunice Junior High School</b>												
	Language Arts	91	281	94	277	93	282	90	276	88	232	89	286
	Mathematics	90	281	91	276	87	282	80	277	75	232	82	285
<b>049015</b>	<b>Grand Prairie Elementary School</b>												
	Language Arts	88	25	96	25	95	20	100	32	100	24	94	18
	Mathematics	88	25	100	25	90	20	94	32	100	24	100	18
<b>049018</b>	<b>Krotz Springs Elementary School</b>												
	Language Arts	100	39	100	38	100	40	100	44	96	28	97	32
	Mathematics	100	38	100	38	100	40	100	44	100	28	97	32
<b>049019</b>	<b>Lawtell Elementary School</b>												
	Language Arts	86	93	86	101	94	105	84	83	88	77	96	76
	Mathematics	83	93	82	101	88	105	75	84	88	75	88	76
<b>049021</b>	<b>Leonville Elementary School</b>												
	Language Arts	92	50	95	59	93	69	94	52	94	52	96	52
	Mathematics	94	50	93	59	91	69	92	52	88	52	87	52
<b>049023</b>	<b>Melville Elementary School</b>												
	Language Arts	97	35	90	20	90	21	100	38	94	17	100	16
	Mathematics	91	35	90	20	95	21	100	38	88	17	94	16
<b>049026</b>	<b>Morrow Elementary School</b>												
	Language Arts	89	9	100	10	100	14	100	14	100	6	78	9
	Mathematics	100	9	100	10	100	14	100	14	100	6	78	9
<b>049031</b>	<b>Opelousas Junior High School</b>												
	Language Arts	83	258	79	252	84	275	84	255	85	280	90	256
	Mathematics	82	251	74	250	73	266	83	257	83	275	79	251
<b>049033</b>	<b>Palmetto Elementary School</b>												
	Language Arts	100	20	88	24	100	16	100	11	100	13	100	18
	Mathematics	100	20	96	24	100	16	100	11	100	13	100	18
<b>049038</b>	<b>Port Barre High School</b>												
	Language Arts	83	109	85	98	89	103	92	95	95	78	96	77
	Mathematics	86	106	93	97	91	103	93	95	92	78	96	77

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8c: Criterion-referenced Test (LEAP) Results - Grade 7**  
*Percent of Students Passing and Number of Students Tested*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049042</b>	<b>Sunset Elementary School</b>												
	Language Arts	80	121	93	96	91	118	92	131	88	105	86	85
	Mathematics	82	121	92	96	93	118	79	131	77	105	84	85
<b>049044</b>	<b>Washington Elementary School</b>												
	Language Arts	81	21	85	26	93	27	100	21	100	26	95	39
	Mathematics	81	21	69	26	56	27	76	21	88	26	90	39
<b>049051</b>	<b>North Central High School</b>												
	Language Arts	94	17	67	15	~	~	~	~	~	~	~	~
	Mathematics	82	17	93	15	~	~	~	~	~	~	~	~
<b>049054</b>	<b>Arnaudville Elementary School</b>												
	Language Arts	97	59	98	60	100	40	98	51	100	39	96	46
	Mathematics	97	59	95	60	100	40	96	51	100	39	98	46
<b>049055</b>	<b>Plaisance Elementary School</b>												
	Language Arts	89	74	87	45	76	50	94	66	90	39	88	49
	Mathematics	86	74	82	45	68	50	67	66	79	39	92	49
<b>District</b>													
	Language Arts	88	1,381	88	1,307	90	1,346	91	1,334	90	1,180	91	1,211
	Mathematics	87	1,369	87	1,304	85	1,338	84	1,338	84	1,172	85	1,205
<b>State</b>													
	Language Arts	88	55,206	89	54,345	88	53,799	87	57,198	86	56,041	85	57,215
	Mathematics	83	55,018	83	54,272	82	53,599	79	56,798	80	55,823	79	57,055

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8d: Graduate Exit Examination (GEE) Results**  
*Percent of Students Passing and Number of Students Tested*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049010</b>	<b>Eunice High School</b>												
	Language Arts	90	228	87	217	94	204	87	228	88	216	90	220
	Mathematics	84	229	72	217	97	204	88	225	88	217	86	219
	Written Composition	97	229	91	217	100	203	96	223	97	216	97	218
	Science	90	185	86	203	86	188	84	193	86	214	89	194
	Social Studies	89	185	80	203	93	191	97	194	92	215	93	193
<b>049032</b>	<b>Opelousas Senior High School</b>												
	Language Arts	94	211	92	179	87	231	85	239	77	243	88	264
	Mathematics	83	214	78	176	82	228	79	238	78	242	83	265
	Written Composition	96	210	88	179	96	228	98	237	95	242	96	258
	Science	81	188	85	196	74	178	83	177	72	219	75	222
	Social Studies	83	187	88	196	83	175	86	178	82	222	90	223
<b>049038</b>	<b>Port Barre High School</b>												
	Language Arts	99	75	98	80	96	93	93	99	98	85	98	92
	Mathematics	99	77	98	89	94	94	92	102	86	84	99	92
	Written Composition	97	74	99	79	98	91	99	100	99	84	99	92
	Science	93	82	97	74	91	80	88	88	76	90	96	78
	Social Studies	94	82	90	73	97	77	94	88	90	89	100	78
<b>049051</b>	<b>North Central High School</b>												
	Language Arts	94	68	91	46	86	42	79	70	81	59	94	49
	Mathematics	75	68	80	46	79	42	66	70	64	59	71	49
	Written Composition	94	65	91	45	100	42	88	69	97	59	100	49
	Science	93	60	95	55	72	39	59	39	58	53	70	50
	Social Studies	95	59	80	55	92	39	64	39	63	54	72	50
<b>049052</b>	<b>Beau Chene High School</b>												
	Language Arts	95	164	94	172	92	196	89	187	86	182	90	215
	Mathematics	90	164	88	171	86	196	87	186	87	183	89	214
	Written Composition	98	163	95	170	99	195	98	188	97	180	97	211
	Science	93	129	99	142	90	153	83	167	85	157	82	171
	Social Studies	93	130	95	142	92	154	94	169	95	155	93	171

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8d: Graduate Exit Examination (GEE) Results**  
*Percent of Students Passing and Number of Students Tested*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049053</b>	<b>Northwest High School</b>												
	Language Arts	93	121	92	154	90	130	86	149	84	119	92	128
	Mathematics	87	119	81	154	84	136	87	150	81	124	87	127
	Written Composition	90	121	87	153	95	130	95	149	96	119	92	127
	Science	88	129	95	107	92	145	89	114	80	131	84	111
	Social Studies	89	129	91	107	92	145	95	114	89	127	83	114
<b>District</b>													
	Language Arts	93	867	91	848	91	896	87	972	85	904	91	968
	Mathematics	86	871	81	853	88	900	84	971	82	909	87	966
	Written Composition	96	862	91	843	98	889	96	966	96	900	96	955
	Science	89	773	91	777	85	783	83	778	79	864	83	826
	Social Studies	89	772	87	776	91	781	92	782	87	862	90	829
<b>State</b>													
	Language Arts	91	41,775	89	41,673	88	43,743	86	45,492	84	45,342	87	46,128
	Mathematics	83	41,697	79	41,603	80	43,654	77	45,381	77	45,307	76	46,004
	Written Composition	91	40,947	90	40,806	95	42,663	93	44,283	93	43,983	95	44,944
	Science	86	35,820	90	37,264	85	36,977	82	39,927	82	40,423	84	40,021
	Social Studies	90	35,778	90	37,230	90	36,998	90	39,989	88	40,407	88	39,891

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data



## Norm-referenced Test (NRT) Results

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The Louisiana Educational Assessment Program (LEAP) utilizes norm-referenced tests (NRTs) for national student comparisons with Louisiana students. From 1988 to 1992, Louisiana's NRT was the *California Achievement Test (CAT)* Form F, and from 1993 to 1997, Louisiana's NRT was the CAT/5. In 1997, the Iowa Tests were adopted for first administration in the spring of 1998. At grades 4, 6, and 8, the *Iowa Tests of Basic Skills (ITBS)* were administered and at grades 9, 10, and 11, the *Iowa Tests of Educational Development (ITED)* were administered.

ITBS consists of thirteen tests in the subject areas of reading, language, mathematics, social studies, science, and sources of information. The Mathematics Computation test was administered only at grade 4; Mathematics Computation is not used to calculate the Math Total, Core Total, nor the Composite score. The *Iowa Tests of Basic Skills* Composite score is the average of the scores for Reading Total, Language Total, Mathematics Total, Social Studies, Science, and Sources of Information Total. The NRT data tables for grades 4, 6, and 8 in the *School Report Cards* and *District Composite Reports* are based on the Composite percentile rank of the average standard score.

ITED consists of seven tests: Vocabulary, Correctness and Appropriateness of Expression, Ability to Do Quantitative Thinking, Ability to Interpret Literacy Materials, Analysis of Social Studies Materials, Analysis of Science Materials, and Use of Sources of Information. The *Iowa Tests of Educational Development* Composite score is the average of the scores for the seven tests. The NRT data tables for grades 9, 10, and 11 in the *School Report Cards* and *District Composite Reports* are based on the Composite percentile rank of the average standard score.

These test are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). Scores are reported for all students not requiring accommodations to the standardization administration procedures.

### Organization

Tables 9a to 9f present 1997-98 NRT results for grades 4, 6, 8, 9, 10, and 11, respectively. Test results are presented for all schools in the district receiving a *School Report Card*, with schools listed in site code order. District, state, and national results are presented for comparison purposes.

Data are grouped as follows:

- *Quartile 4*--the percent of students who scored in the top 25% of students in the national norm group. If 32 of 100 students scored this high, Quartile 4 would read 32 percent.
- *Quartile 3*--the percent of students who scored between the 50th and the 74th national percentiles.
- *Quartile 2*-- the percent of students who scored between the 25th and 49th national percentiles.
- *Quartile 1*--the percent of students who scored between the 1st and 24th national percentiles.
- *Percentile Rank of the Average Standard Score for the National Student Norms*-- percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students in the norm group scored at or below the average score obtained by the students in the school.

### Data Presentation: *School Report Card*

The 1997-98 *School Report Cards* present percentile rank of the average standard score for the national student norms at the school, district, and state levels.

### **Definition**

*Norm-referenced tests (NRTs)*-- These tests produce scores that tell how schools/individuals perform in comparison with other schools/individuals; LEAP NRT results (as reported by the *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

### **Data Source**

The NRT indicator is based on student-level data provided to the Louisiana Department of Education by Riverside Publishing, test contractor for The Iowa Tests.

**Table 9a: Norm-referenced Test (NRT) Results - Grade 4**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
049003	<b>Cankton Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	11.5
	Third Quartile	~	~	~	~	~	23.1
	Second Quartile	~	~	~	~	~	61.5
	First Quartile	~	~	~	~	~	3.8
	<b>Percentile Rank</b>	~	~	~	~	~	44.0
049006	<b>Creswell Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	10.3
	Third Quartile	~	~	~	~	~	31.0
	Second Quartile	~	~	~	~	~	41.4
	First Quartile	~	~	~	~	~	17.2
	<b>Percentile Rank</b>	~	~	~	~	~	44.0
049007	<b>East Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	15.3
	Third Quartile	~	~	~	~	~	59.3
	Second Quartile	~	~	~	~	~	22.0
	First Quartile	~	~	~	~	~	3.4
	<b>Percentile Rank</b>	~	~	~	~	~	59.0
049009	<b>Eunice Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	11.7
	Third Quartile	~	~	~	~	~	16.7
	Second Quartile	~	~	~	~	~	36.7
	First Quartile	~	~	~	~	~	35.0
	<b>Percentile Rank</b>	~	~	~	~	~	38.0
049013	<b>Glendale Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	11.7
	Third Quartile	~	~	~	~	~	41.7
	Second Quartile	~	~	~	~	~	38.3
	First Quartile	~	~	~	~	~	8.3
	<b>Percentile Rank</b>	~	~	~	~	~	52.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9a: Norm-referenced Test (NRT) Results - Grade 4**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
049014	<b>Grand Coteau Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	3.1
	Third Quartile	~	~	~	~	~	15.6
	Second Quartile	~	~	~	~	~	46.9
	First Quartile	~	~	~	~	~	34.4
	<b>Percentile Rank</b>	~	~	~	~	~	30.0
049015	<b>Grand Prairie Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	20.0
	Third Quartile	~	~	~	~	~	28.0
	Second Quartile	~	~	~	~	~	36.0
	First Quartile	~	~	~	~	~	16.0
	<b>Percentile Rank</b>	~	~	~	~	~	52.0
049016	<b>Grolee Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	33.7
	Third Quartile	~	~	~	~	~	32.6
	Second Quartile	~	~	~	~	~	30.3
	First Quartile	~	~	~	~	~	3.4
	<b>Percentile Rank</b>	~	~	~	~	~	64.0
049017	<b>Highland Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	2.4
	Third Quartile	~	~	~	~	~	22.0
	Second Quartile	~	~	~	~	~	51.2
	First Quartile	~	~	~	~	~	24.4
	<b>Percentile Rank</b>	~	~	~	~	~	37.0
049018	<b>Krotz Springs Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	38.9
	Second Quartile	~	~	~	~	~	30.6
	First Quartile	~	~	~	~	~	5.6
	<b>Percentile Rank</b>	~	~	~	~	~	62.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9a: Norm-referenced Test (NRT) Results - Grade 4**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
049019	<b>Lawtell Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	13.3
	Third Quartile	~	~	~	~	~	22.9
	Second Quartile	~	~	~	~	~	32.5
	First Quartile	~	~	~	~	~	31.3
	<b>Percentile Rank</b>	~	~	~	~	~	41.0
049021	<b>Leonville Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	8.3
	Third Quartile	~	~	~	~	~	22.9
	Second Quartile	~	~	~	~	~	39.6
	First Quartile	~	~	~	~	~	29.2
	<b>Percentile Rank</b>	~	~	~	~	~	41.0
049023	<b>Melville Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	16.7
	Third Quartile	~	~	~	~	~	0.0
	Second Quartile	~	~	~	~	~	27.8
	First Quartile	~	~	~	~	~	55.6
	<b>Percentile Rank</b>	~	~	~	~	~	33.0
049026	<b>Morrow Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	33.3
	Second Quartile	~	~	~	~	~	22.2
	First Quartile	~	~	~	~	~	44.4
	<b>Percentile Rank</b>	~	~	~	~	~	34.0
049028	<b>North Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	6.9
	Second Quartile	~	~	~	~	~	31.0
	First Quartile	~	~	~	~	~	62.1
	<b>Percentile Rank</b>	~	~	~	~	~	23.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9a: Norm-referenced Test (NRT) Results - Grade 4**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
049029	<b>Northeast Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	12.5
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	50.0
	First Quartile	~	~	~	~	~	12.5
	<b>Percentile Rank</b>	~	~	~	~	~	47.0
049033	<b>Palmetto Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	9.5
	Third Quartile	~	~	~	~	~	14.3
	Second Quartile	~	~	~	~	~	71.4
	First Quartile	~	~	~	~	~	4.8
	<b>Percentile Rank</b>	~	~	~	~	~	46.0
049035	<b>Park Vista Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	28.1
	Third Quartile	~	~	~	~	~	36.0
	Second Quartile	~	~	~	~	~	28.1
	First Quartile	~	~	~	~	~	7.9
	<b>Percentile Rank</b>	~	~	~	~	~	60.0
049038	<b>Port Barre High School</b>						
	Fourth Quartile	~	~	~	~	~	11.5
	Third Quartile	~	~	~	~	~	13.1
	Second Quartile	~	~	~	~	~	36.1
	First Quartile	~	~	~	~	~	39.3
	<b>Percentile Rank</b>	~	~	~	~	~	35.0
049040	<b>South Street Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	21.3
	Third Quartile	~	~	~	~	~	66.0
	Second Quartile	~	~	~	~	~	12.8
	First Quartile	~	~	~	~	~	0.0
	<b>Percentile Rank</b>	~	~	~	~	~	65.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9a: Norm-referenced Test (NRT) Results - Grade 4**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
049041	<b>Southwest Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	7.8
	Third Quartile	~	~	~	~	~	15.6
	Second Quartile	~	~	~	~	~	50.0
	First Quartile	~	~	~	~	~	26.6
	<b>Percentile Rank</b>	~	~	~	~	~	37.0
049042	<b>Sunset Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	12.1
	Third Quartile	~	~	~	~	~	33.3
	Second Quartile	~	~	~	~	~	51.5
	First Quartile	~	~	~	~	~	3.0
	<b>Percentile Rank</b>	~	~	~	~	~	48.0
049044	<b>Washington Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	21.1
	Second Quartile	~	~	~	~	~	42.1
	First Quartile	~	~	~	~	~	36.8
	<b>Percentile Rank</b>	~	~	~	~	~	34.0
049054	<b>Arnaudville Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	26.5
	Third Quartile	~	~	~	~	~	40.8
	Second Quartile	~	~	~	~	~	26.5
	First Quartile	~	~	~	~	~	6.1
	<b>Percentile Rank</b>	~	~	~	~	~	61.0
049055	<b>Plaisance Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	3.1
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	43.8
	First Quartile	~	~	~	~	~	28.1
	<b>Percentile Rank</b>	~	~	~	~	~	37.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9a: Norm-referenced Test (NRT) Results - Grade 4**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
<b>District</b>							
	Fourth Quartile	~	~	~	~	~	15.0
	Third Quartile	~	~	~	~	~	29.2
	Second Quartile	~	~	~	~	~	36.6
	First Quartile	~	~	~	~	~	19.2
	<b>Percentile Rank</b>	~	~	~	~	~	47.0
<b>State</b>							
	Fourth Quartile	~	~	~	~	~	15.2
	Third Quartile	~	~	~	~	~	22.2
	Second Quartile	~	~	~	~	~	31.8
	First Quartile	~	~	~	~	~	30.8
	<b>Percentile Rank</b>	~	~	~	~	~	42.0
<b>Nation</b>							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	<b>Percentile Rank</b>	~	~	~	~	~	50.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9b: Norm-referenced Test (NRT) Results - Grade 6**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
049003	<b>Cankton Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	15.8
	Third Quartile	~	~	~	~	~	36.8
	Second Quartile	~	~	~	~	~	42.1
	First Quartile	~	~	~	~	~	5.3
	<b>Percentile Rank</b>	~	~	~	~	~	51.0
049004	<b>Central Middle School</b>						
	Fourth Quartile	~	~	~	~	~	11.3
	Third Quartile	~	~	~	~	~	22.6
	Second Quartile	~	~	~	~	~	35.0
	First Quartile	~	~	~	~	~	31.1
	<b>Percentile Rank</b>	~	~	~	~	~	41.0
049006	<b>Creswell Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	3.1
	Third Quartile	~	~	~	~	~	21.9
	Second Quartile	~	~	~	~	~	28.1
	First Quartile	~	~	~	~	~	46.9
	<b>Percentile Rank</b>	~	~	~	~	~	30.0
049014	<b>Grand Coteau Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	17.2
	Second Quartile	~	~	~	~	~	41.4
	First Quartile	~	~	~	~	~	41.4
	<b>Percentile Rank</b>	~	~	~	~	~	31.0
049015	<b>Grand Prairie Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	11.5
	Third Quartile	~	~	~	~	~	15.4
	Second Quartile	~	~	~	~	~	50.0
	First Quartile	~	~	~	~	~	23.1
	<b>Percentile Rank</b>	~	~	~	~	~	41.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9b: Norm-referenced Test (NRT) Results - Grade 6**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
049016	<b>Grolee Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	33.3
	Third Quartile	~	~	~	~	~	30.9
	Second Quartile	~	~	~	~	~	30.9
	First Quartile	~	~	~	~	~	4.9
	<b>Percentile Rank</b>	~	~	~	~	~	63.0
049018	<b>Krotz Springs Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	27.8
	Second Quartile	~	~	~	~	~	38.9
	First Quartile	~	~	~	~	~	8.3
	<b>Percentile Rank</b>	~	~	~	~	~	55.0
049019	<b>Lawtell Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	7.4
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	36.8
	First Quartile	~	~	~	~	~	30.9
	<b>Percentile Rank</b>	~	~	~	~	~	40.0
049021	<b>Leonville Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	30.2
	Third Quartile	~	~	~	~	~	25.6
	Second Quartile	~	~	~	~	~	27.9
	First Quartile	~	~	~	~	~	16.3
	<b>Percentile Rank</b>	~	~	~	~	~	55.0
049023	<b>Melville Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	7.7
	Third Quartile	~	~	~	~	~	23.1
	Second Quartile	~	~	~	~	~	53.8
	First Quartile	~	~	~	~	~	15.4
	<b>Percentile Rank</b>	~	~	~	~	~	41.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9b: Norm-referenced Test (NRT) Results - Grade 6**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
049026	<b>Morrow Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	7.7
	Third Quartile	~	~	~	~	~	38.5
	Second Quartile	~	~	~	~	~	53.8
	First Quartile	~	~	~	~	~	0.0
	<b>Percentile Rank</b>	~	~	~	~	~	49.0
049028	<b>North Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	6.7
	Third Quartile	~	~	~	~	~	6.7
	Second Quartile	~	~	~	~	~	50.0
	First Quartile	~	~	~	~	~	36.7
	<b>Percentile Rank</b>	~	~	~	~	~	31.0
049029	<b>Northeast Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	6.7
	Third Quartile	~	~	~	~	~	33.3
	Second Quartile	~	~	~	~	~	56.7
	First Quartile	~	~	~	~	~	3.3
	<b>Percentile Rank</b>	~	~	~	~	~	46.0
049033	<b>Palmetto Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	5.6
	Third Quartile	~	~	~	~	~	38.9
	Second Quartile	~	~	~	~	~	27.8
	First Quartile	~	~	~	~	~	27.8
	<b>Percentile Rank</b>	~	~	~	~	~	42.0
049035	<b>Park Vista Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	40.7
	Third Quartile	~	~	~	~	~	42.0
	Second Quartile	~	~	~	~	~	16.0
	First Quartile	~	~	~	~	~	1.2
	<b>Percentile Rank</b>	~	~	~	~	~	71.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

# Table 9b: Norm-referenced Test (NRT) Results - Grade 6

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
049038	<b>Port Barre High School</b>						
	Fourth Quartile	~	~	~	~	~	16.2
	Third Quartile	~	~	~	~	~	20.3
	Second Quartile	~	~	~	~	~	41.9
	First Quartile	~	~	~	~	~	21.6
	<b>Percentile Rank</b>	~	~	~	~	~	45.0
049040	<b>South Street Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	65.8
	Third Quartile	~	~	~	~	~	31.6
	Second Quartile	~	~	~	~	~	2.6
	First Quartile	~	~	~	~	~	0.0
	<b>Percentile Rank</b>	~	~	~	~	~	77.0
049041	<b>Southwest Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	13.0
	Second Quartile	~	~	~	~	~	52.2
	First Quartile	~	~	~	~	~	34.8
	<b>Percentile Rank</b>	~	~	~	~	~	30.0
049042	<b>Sunset Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	3.0
	Third Quartile	~	~	~	~	~	12.1
	Second Quartile	~	~	~	~	~	54.5
	First Quartile	~	~	~	~	~	30.3
	<b>Percentile Rank</b>	~	~	~	~	~	32.0
049044	<b>Washington Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	4.8
	Third Quartile	~	~	~	~	~	14.3
	Second Quartile	~	~	~	~	~	71.4
	First Quartile	~	~	~	~	~	9.5
	<b>Percentile Rank</b>	~	~	~	~	~	39.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9b: Norm-referenced Test (NRT) Results - Grade 6**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
049054	<b>Arnaudville Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	31.9
	Third Quartile	~	~	~	~	~	34.0
	Second Quartile	~	~	~	~	~	27.7
	First Quartile	~	~	~	~	~	6.4
	<b>Percentile Rank</b>	~	~	~	~	~	60.0
049055	<b>Plaisance Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	7.1
	Third Quartile	~	~	~	~	~	28.6
	Second Quartile	~	~	~	~	~	33.3
	First Quartile	~	~	~	~	~	31.0
	<b>Percentile Rank</b>	~	~	~	~	~	39.0
District							
	Fourth Quartile	~	~	~	~	~	17.9
	Third Quartile	~	~	~	~	~	25.6
	Second Quartile	~	~	~	~	~	36.1
	First Quartile	~	~	~	~	~	20.5
	<b>Percentile Rank</b>	~	~	~	~	~	48.0
State							
	Fourth Quartile	~	~	~	~	~	16.5
	Third Quartile	~	~	~	~	~	23.6
	Second Quartile	~	~	~	~	~	29.6
	First Quartile	~	~	~	~	~	30.3
	<b>Percentile Rank</b>	~	~	~	~	~	44.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	<b>Percentile Rank</b>	~	~	~	~	~	50.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

## Table 9c: Norm-referenced Test (NRT) Results - Grade 8

### *Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
049008	<b>East Junior High School</b>						
	Fourth Quartile	~	~	~	~	~	7.3
	Third Quartile	~	~	~	~	~	15.3
	Second Quartile	~	~	~	~	~	21.0
	First Quartile	~	~	~	~	~	56.5
	<b>Percentile Rank</b>	~	~	~	~	~	31.0
049011	<b>Eunice Junior High School</b>						
	Fourth Quartile	~	~	~	~	~	18.4
	Third Quartile	~	~	~	~	~	25.3
	Second Quartile	~	~	~	~	~	33.2
	First Quartile	~	~	~	~	~	23.2
	<b>Percentile Rank</b>	~	~	~	~	~	48.0
049015	<b>Grand Prairie Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	23.8
	Third Quartile	~	~	~	~	~	23.8
	Second Quartile	~	~	~	~	~	38.1
	First Quartile	~	~	~	~	~	14.3
	<b>Percentile Rank</b>	~	~	~	~	~	54.0
049018	<b>Krotz Springs Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	44.4
	Third Quartile	~	~	~	~	~	33.3
	Second Quartile	~	~	~	~	~	18.5
	First Quartile	~	~	~	~	~	3.7
	<b>Percentile Rank</b>	~	~	~	~	~	67.0
049019	<b>Lawtell Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	15.0
	Third Quartile	~	~	~	~	~	21.7
	Second Quartile	~	~	~	~	~	38.3
	First Quartile	~	~	~	~	~	25.0
	<b>Percentile Rank</b>	~	~	~	~	~	44.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

# Table 9c: Norm-referenced Test (NRT) Results - Grade 8

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
049021	<b>Leonville Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	20.0
	Third Quartile	~	~	~	~	~	33.3
	Second Quartile	~	~	~	~	~	35.6
	First Quartile	~	~	~	~	~	11.1
	<b>Percentile Rank</b>	~	~	~	~	~	56.0
049031	<b>Opelousas Junior High School</b>						
	Fourth Quartile	~	~	~	~	~	7.9
	Third Quartile	~	~	~	~	~	21.6
	Second Quartile	~	~	~	~	~	44.2
	First Quartile	~	~	~	~	~	26.3
	<b>Percentile Rank</b>	~	~	~	~	~	39.0
049038	<b>Port Barre High School</b>						
	Fourth Quartile	~	~	~	~	~	15.9
	Third Quartile	~	~	~	~	~	33.3
	Second Quartile	~	~	~	~	~	36.2
	First Quartile	~	~	~	~	~	14.5
	<b>Percentile Rank</b>	~	~	~	~	~	52.0
049042	<b>Sunset Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	9.2
	Third Quartile	~	~	~	~	~	31.6
	Second Quartile	~	~	~	~	~	42.1
	First Quartile	~	~	~	~	~	17.1
	<b>Percentile Rank</b>	~	~	~	~	~	44.0
049051	<b>North Central High School</b>						
	Fourth Quartile	~	~	~	~	~	5.7
	Third Quartile	~	~	~	~	~	14.3
	Second Quartile	~	~	~	~	~	50.0
	First Quartile	~	~	~	~	~	30.0
	<b>Percentile Rank</b>	~	~	~	~	~	35.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

## Table 9c: Norm-referenced Test (NRT) Results - Grade 8

### *Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
<b>049054</b>	<b>Arnaudville Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	27.0
	Third Quartile	~	~	~	~	~	29.7
	Second Quartile	~	~	~	~	~	37.8
	First Quartile	~	~	~	~	~	5.4
	<b>Percentile Rank</b>	~	~	~	~	~	59.0
<b>049055</b>	<b>Plaisance Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	28.6
	Third Quartile	~	~	~	~	~	28.6
	Second Quartile	~	~	~	~	~	23.8
	First Quartile	~	~	~	~	~	19.0
	<b>Percentile Rank</b>	~	~	~	~	~	58.0
<b>District</b>							
	Fourth Quartile	~	~	~	~	~	14.5
	Third Quartile	~	~	~	~	~	24.2
	Second Quartile	~	~	~	~	~	35.9
	First Quartile	~	~	~	~	~	25.4
	<b>Percentile Rank</b>	~	~	~	~	~	45.0
<b>State</b>							
	Fourth Quartile	~	~	~	~	~	15.3
	Third Quartile	~	~	~	~	~	24.7
	Second Quartile	~	~	~	~	~	30.5
	First Quartile	~	~	~	~	~	29.5
	<b>Percentile Rank</b>	~	~	~	~	~	44.0
<b>Nation</b>							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	<b>Percentile Rank</b>	~	~	~	~	~	50.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9d: Norm-referenced Test (NRT) Results - Grade 9**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
049010	<b>Eunice High School</b>						
	Fourth Quartile	~	~	~	~	~	15.3
	Third Quartile	~	~	~	~	~	28.4
	Second Quartile	~	~	~	~	~	27.4
	First Quartile	~	~	~	~	~	28.8
	<b>Percentile Rank</b>	~	~	~	~	~	44.0
049032	<b>Opelousas Senior High School</b>						
	Fourth Quartile	~	~	~	~	~	7.8
	Third Quartile	~	~	~	~	~	25.8
	Second Quartile	~	~	~	~	~	37.5
	First Quartile	~	~	~	~	~	28.9
	<b>Percentile Rank</b>	~	~	~	~	~	40.0
049038	<b>Port Barre High School</b>						
	Fourth Quartile	~	~	~	~	~	24.8
	Third Quartile	~	~	~	~	~	44.0
	Second Quartile	~	~	~	~	~	22.0
	First Quartile	~	~	~	~	~	9.2
	<b>Percentile Rank</b>	~	~	~	~	~	60.0
049051	<b>North Central High School</b>						
	Fourth Quartile	~	~	~	~	~	5.4
	Third Quartile	~	~	~	~	~	12.5
	Second Quartile	~	~	~	~	~	42.9
	First Quartile	~	~	~	~	~	39.3
	<b>Percentile Rank</b>	~	~	~	~	~	33.0
049052	<b>Beau Chene High School</b>						
	Fourth Quartile	~	~	~	~	~	18.1
	Third Quartile	~	~	~	~	~	26.9
	Second Quartile	~	~	~	~	~	37.8
	First Quartile	~	~	~	~	~	17.1
	<b>Percentile Rank</b>	~	~	~	~	~	49.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

# Table 9d: Norm-referenced Test (NRT) Results - Grade 9

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
049053	Northwest High School						
	Fourth Quartile	~	~	~	~	~	0.8
	Third Quartile	~	~	~	~	~	16.8
	Second Quartile	~	~	~	~	~	38.9
	First Quartile	~	~	~	~	~	43.5
	Percentile Rank	~	~	~	~	~	29.0
District							
	Fourth Quartile	~	~	~	~	~	12.4
	Third Quartile	~	~	~	~	~	26.7
	Second Quartile	~	~	~	~	~	34.1
	First Quartile	~	~	~	~	~	26.9
	Percentile Rank	~	~	~	~	~	43.0
State							
	Fourth Quartile	~	~	~	~	~	16.4
	Third Quartile	~	~	~	~	~	24.1
	Second Quartile	~	~	~	~	~	28.9
	First Quartile	~	~	~	~	~	30.7
	Percentile Rank	~	~	~	~	~	43.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9e: Norm-referenced Test (NRT) Results - Grade 10**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
049010	<b>Eunice High School</b>						
	Fourth Quartile	~	~	~	~	~	11.6
	Third Quartile	~	~	~	~	~	23.7
	Second Quartile	~	~	~	~	~	32.3
	First Quartile	~	~	~	~	~	32.3
	<b>Percentile Rank</b>	~	~	~	~	~	40.0
049032	<b>Opelousas Senior High School</b>						
	Fourth Quartile	~	~	~	~	~	5.9
	Third Quartile	~	~	~	~	~	15.9
	Second Quartile	~	~	~	~	~	42.3
	First Quartile	~	~	~	~	~	35.9
	<b>Percentile Rank</b>	~	~	~	~	~	34.0
049038	<b>Port Barre High School</b>						
	Fourth Quartile	~	~	~	~	~	24.5
	Third Quartile	~	~	~	~	~	44.7
	Second Quartile	~	~	~	~	~	22.3
	First Quartile	~	~	~	~	~	8.5
	<b>Percentile Rank</b>	~	~	~	~	~	59.0
049051	<b>North Central High School</b>						
	Fourth Quartile	~	~	~	~	~	2.6
	Third Quartile	~	~	~	~	~	17.9
	Second Quartile	~	~	~	~	~	56.4
	First Quartile	~	~	~	~	~	23.1
	<b>Percentile Rank</b>	~	~	~	~	~	38.0
049052	<b>Beau Chene High School</b>						
	Fourth Quartile	~	~	~	~	~	15.4
	Third Quartile	~	~	~	~	~	33.3
	Second Quartile	~	~	~	~	~	33.8
	First Quartile	~	~	~	~	~	17.4
	<b>Percentile Rank</b>	~	~	~	~	~	49.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9e: Norm-referenced Test (NRT) Results - Grade 10**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
049053	<b>Northwest High School</b>						
	Fourth Quartile	~	~	~	~	~	4.2
	Third Quartile	~	~	~	~	~	21.8
	Second Quartile	~	~	~	~	~	31.9
	First Quartile	~	~	~	~	~	42.0
	<b>Percentile Rank</b>	~	~	~	~	~	32.0
<b>District</b>							
	Fourth Quartile	~	~	~	~	~	11.0
	Third Quartile	~	~	~	~	~	25.7
	Second Quartile	~	~	~	~	~	35.1
	First Quartile	~	~	~	~	~	28.2
	<b>Percentile Rank</b>	~	~	~	~	~	42.0
<b>State</b>							
	Fourth Quartile	~	~	~	~	~	17.0
	Third Quartile	~	~	~	~	~	24.2
	Second Quartile	~	~	~	~	~	28.6
	First Quartile	~	~	~	~	~	30.3
	<b>Percentile Rank</b>	~	~	~	~	~	44.0
<b>Nation</b>							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	<b>Percentile Rank</b>	~	~	~	~	~	50.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

## Table 9f: Norm-referenced Test (NRT) Results - Grade 11

### *Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
049010	<b>Eunice High School</b>						
	Fourth Quartile	~	~	~	~	~	15.0
	Third Quartile	~	~	~	~	~	20.4
	Second Quartile	~	~	~	~	~	42.9
	First Quartile	~	~	~	~	~	21.8
	<b>Percentile Rank</b>	~	~	~	~	~	43.0
049032	<b>Opelousas Senior High School</b>						
	Fourth Quartile	~	~	~	~	~	10.5
	Third Quartile	~	~	~	~	~	21.6
	Second Quartile	~	~	~	~	~	35.7
	First Quartile	~	~	~	~	~	32.2
	<b>Percentile Rank</b>	~	~	~	~	~	40.0
049038	<b>Port Barre High School</b>						
	Fourth Quartile	~	~	~	~	~	33.3
	Third Quartile	~	~	~	~	~	30.4
	Second Quartile	~	~	~	~	~	33.3
	First Quartile	~	~	~	~	~	2.9
	<b>Percentile Rank</b>	~	~	~	~	~	64.0
049051	<b>North Central High School</b>						
	Fourth Quartile	~	~	~	~	~	13.5
	Third Quartile	~	~	~	~	~	16.2
	Second Quartile	~	~	~	~	~	37.8
	First Quartile	~	~	~	~	~	32.4
	<b>Percentile Rank</b>	~	~	~	~	~	39.0
049052	<b>Beau Chene High School</b>						
	Fourth Quartile	~	~	~	~	~	25.2
	Third Quartile	~	~	~	~	~	32.4
	Second Quartile	~	~	~	~	~	28.8
	First Quartile	~	~	~	~	~	13.7
	<b>Percentile Rank</b>	~	~	~	~	~	55.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

## Table 9f: Norm-referenced Test (NRT) Results - Grade 11

### *Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
<b>049053</b>	<b>Northwest High School</b>						
	Fourth Quartile	~	~	~	~	~	5.5
	Third Quartile	~	~	~	~	~	13.7
	Second Quartile	~	~	~	~	~	27.4
	First Quartile	~	~	~	~	~	53.4
	<b>Percentile Rank</b>	~	~	~	~	~	29.0
<b>District</b>							
	Fourth Quartile	~	~	~	~	~	16.8
	Third Quartile	~	~	~	~	~	23.4
	Second Quartile	~	~	~	~	~	34.7
	First Quartile	~	~	~	~	~	25.0
	<b>Percentile Rank</b>	~	~	~	~	~	45.0
<b>State</b>							
	Fourth Quartile	~	~	~	~	~	19.6
	Third Quartile	~	~	~	~	~	22.8
	Second Quartile	~	~	~	~	~	29.5
	First Quartile	~	~	~	~	~	28.1
	<b>Percentile Rank</b>	~	~	~	~	~	45.0
<b>Nation</b>							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	<b>Percentile Rank</b>	~	~	~	~	~	50.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

# *Part 5. College Readiness*

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American College Test (ACT) Results .....	5-1
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# American College Test (ACT) Results

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Scores on the American College Test (ACT) are widely used as an indicator of student preparedness for college. Most Louisiana public colleges and universities require that entering students take the ACT for admissions or placement purposes.

## Organization

Table 10, American College Test (ACT) Results, presents average composite scores for graduating seniors for each school in the district receiving a *School Report Card*. Schools are shown in school site code order. Comparison data are presented for the district (public schools only), the state (public and nonpublic schools combined), and the nation (public and nonpublic schools combined).

The ACT results shown include test scores for 1) twelfth graders who took the test in the current year and 2) twelfth graders who took the test as eleventh graders and elected not to retake it as seniors. If a student took the test in both the eleventh and twelfth grades, only the twelfth grade score has been included.

## Data Presentation: *School Report Card*

A college readiness indicator that includes ACT information is presented on the *1997-98 School Report Cards* of those schools that have a twelfth grade. The *School Report Cards* present 1997-98 average ACT composite scores at the school, district, state, and national levels.

## Method of Calculation

The ACT composite score is an average score based on the scores for the four ACT assessment tests (English, mathematics, reading, and science reasoning). The composite score, which ranges from 1 to 36, is a measure of the student's general educational development across these four subject areas.

## Data Source

The ACT indicator is based on student-level data supplied to the LDE by the testing contractor, American College Testing.

## References

Franklin, B.J., and Crone, L.J., (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.

*LDE researchers have found the ACT performance of Louisiana students correlates highly with their performance on LEAP (CRT and NRT) tests. Further, those districts with the highest percentage of students taking the ACT have the highest ACT scores. This finding tends to dispute a widely-held assumption that the higher the percentage of students taking the ACT, the lower the average score (Franklin and Crone, 1993).*

**Table 10: American College Test (ACT) Results**  
*Average Composite Scores*

	<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>
049010 Eunice High School	18.6	18.2	18.2	18.2	18.5	19.4
049032 Opelousas Senior High School	18.3	17.7	18.5	18.4	17.5	17.5
049038 Port Barre High School	20.4	19.5	19.9	19.9	20.6	20.0
049051 North Central High School	17.8	17.8	18.0	18.6	17.8	17.9
049052 Beau Chene High School	19.0	18.8	19.9	19.6	19.0	19.8
049053 Northwest High School	17.3	18.2	17.8	17.6	18.5	18.0
<b>District (Public)</b>	18.5	18.3	18.7	18.6	18.6	18.8
<b>State (Public and Nonpublic)</b>	19.5	19.4	19.4	19.4	19.4	19.5
<b>Nation (Public and Nonpublic)</b>	20.7	20.8	20.8	20.9	21.0	21.0

~ = Unavailable Data

## First-Time Freshmen Performance

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The number of freshmen who enroll in remedial courses during their first semester of college is one measure of the extent to which high school graduates are prepared for college.

Since 1987, the Louisiana Board of Regents has collected and reported information on the number of Louisiana high school graduates who enroll in Louisiana colleges and universities the following fall and enroll in remedial/developmental courses. The 1993 Legislature, believing that parents should have access to this information, enacted legislation mandating that this first-time college freshmen data be incorporated into the *Progress Profiles*.

### Organization

Table 11, First-time College Freshmen Performance, presents the number and percent of students who 1) graduated from *Report Card* schools and 2) enrolled as first-time freshmen during the following fall semester at any of the state's two- and four-year public and private universities. The table also reports the number and percent of first-time college freshmen who were enrolled in at least one remedial course during their first regular semester of college study.

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### Data Presentation: *School Report Card*

The college readiness indicator that includes first-time college freshmen information is presented on the 1997-98 *School Report Cards* of schools that have a twelfth grade.

*Note: The first-time college freshmen data reported on 1997-98 School Report Cards represent information on 1996-97 high school graduates.*

### Definitions

- *First-time college freshman*—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours of credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

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### Formula Used to Calculate First-time College Freshmen Percentages

$$\frac{\text{Percent of High School Graduates Who Were First-time College Freshmen}}{\text{Total Number of High School Graduates}} = \frac{\text{Number of First-time College Freshmen}}{\text{Total Number of High School Graduates}} \times 100$$

$$\frac{\text{Percent of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} = \frac{\text{Number of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} \times 100$$

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- *Graduate*—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.
  - *Remedial course*—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are enrolled part time or full time) but do not carry degree credit.

### **Method of Calculation**

The two formulas used in calculating the first-time college freshmen indicator are presented on the preceding page. The percent of high school graduates who become first-time college freshmen is calculated for public school graduates who attend in-state public colleges and universities.

### **Data Sources**

The first-time college freshmen indicator is based on data submitted to the LDE by Louisiana public and private universities to LDE in compliance with La. R.S. 17:3912 (since repealed).

**Table 11**  
*First-time College Freshmen Performance*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>049010 Eunice High School</b>													
	Number of High School Graduates <sup>1</sup>		172		148		173		189		189		~
	HS Graduates Who Were First-time College Freshmen	53.49	92	48.65	72	49.13	85	37.57	71	33.86	64	~	~
	First-time Freshmen Enrolled in College Remedial Courses	55.43	51	58.33	42	67.06	57	70.42	50	71.88	46	~	~
<b>049032 Opelousas Senior High School</b>													
	Number of High School Graduates <sup>1</sup>		170		199		174		178		193		~
	HS Graduates Who Were First-time College Freshmen	42.35	72	38.69	77	39.08	68	39.89	71	26.42	51	~	~
	First-time Freshmen Enrolled in College Remedial Courses	52.78	38	63.64	49	45.59	31	54.93	39	50.98	26	~	~
<b>049038 Port Barre High School</b>													
	Number of High School Graduates <sup>1</sup>		71		81		80		67		92		~
	HS Graduates Who Were First-time College Freshmen	29.58	21	27.16	22	47.50	38	38.81	26	35.87	33	~	~
	First-time Freshmen Enrolled in College Remedial Courses	57.14	12	40.91	9	31.58	12	26.92	7	39.39	13	~	~
<b>049051 North Central High School</b>													
	Number of High School Graduates <sup>1</sup>		51		65		61		60		37		~
	HS Graduates Who Were First-time College Freshmen	29.41	15	15.38	10	14.75	9	20.00	12	21.62	8	~	~
	First-time Freshmen Enrolled in College Remedial Courses	53.33	8	80.00	8	33.33	3	58.33	7	50.00	4	~	~
<b>049052 Beau Chene High School</b>													
	Number of High School Graduates <sup>1</sup>		120		127		120		135		161		~
	HS Graduates Who Were First-time College Freshmen	15.83	19	25.98	33	40.83	49	34.81	47	36.65	59	~	~
	First-time Freshmen Enrolled in College Remedial Courses	26.32	5	48.48	16	48.98	24	44.68	21	28.81	17	~	~
<b>049053 Northwest High School</b>													
	Number of High School Graduates <sup>1</sup>		81		100		117		97		104		~
	HS Graduates Who Were First-time College Freshmen	55.56	45	58.00	58	34.19	40	48.45	47	47.12	49	~	~
	First-time Freshmen Enrolled in College Remedial Courses	55.56	25	62.07	36	52.50	21	53.19	25	57.14	28	~	~
<b>District (Public)</b>													
	Number of High School Graduates <sup>1</sup>		665		720		725		726		776		~
	HS Graduates Who Were First-time College Freshmen	39.70	264	37.78	272	39.86	289	37.74	274	34.02	264	~	~
	First-time Freshmen Enrolled in College Remedial Courses	52.65	139	58.82	160	51.21	148	54.38	149	50.75	134	~	~
<b>State (Public)</b>													
	Number of High School Graduates <sup>1</sup>		33,593		33,772		34,937		36,275		36,407		~
	HS Graduates Who Were First-time College Freshmen	38.66	12,986	44.15	14,912	40.30	14,079	40.27	14,608	37.62	13,697	~	~
	First-time Freshmen Enrolled in College Remedial Courses	53.70	6,973	55.00	8,201	47.77	6,726	48.64	7,106	49.93	6,839	~	~

<sup>1</sup> Represents graduates from the previous school year.

~ = Unavailable data



*aggregate days attendance*—the sum of the total number of days that students are *present* at the school site over the course of the school year.

*aggregate days membership*—the sum of the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.

*class*—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

*combination school category*—any school whose grade structure falls within the K-12 range and is not described by any of the other school category definitions. These schools generally contain some grades in the K-6 range and grades in the 9-12 range. Examples would include grade configurations such as K-12, K-3, 9-12, 4-6, and 9-12.

*criterion-referenced test (CRT)*—tests that produce a score that tells how individuals/schools perform in achieving an established criterion; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

*cumulative enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.

*day of attendance*—a student is considered in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.

“Students who meet the above criteria and are present at the school site for 26-50% of the student’s instructional day shall be credited with a half day’s attendance. Those who meet the above

criteria and are present for at least 51% of the student’s instructional day are credited with a whole day’s attendance. Students who are not physically present or who are participating for 25% or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (Bulletin 741)

*dropout*—the National Center for Education Statistics (NCES) defines a dropout as “an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.”

“For purposes of applying the dropout definition, the following definitions also apply:

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. An individual has graduated from high school or completed a state- or district-approved education program upon receipt of formal recognition from school authorities.
3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home-based instruction, and school-sponsored secondary (but **NOT** adult) programs leading to a GED or some other certification differing from the regular diploma” (NCES, 1993).

*elementary school category*—any school whose grade structure falls within the K-8 range, excludes grades in the 9-12 range, and does not fit the definition for middle/junior high.

*faculty*—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant

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principals, guidance counselors, librarians, and other instructional staff (provided they teach at least one course).

*first-time college freshman*—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

*graduate*—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.

*high school category*—any school whose grade structure falls within the 6-12 range and includes grades in the 10-12 range, or any school that contains only grade 9.

*in-school expulsion*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.

*in-school suspension*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.

*Percentile rank of average standard scores for national student norms*—percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students in the norm group scored at or below the average score obtained by the students in the school.

*middle/junior high category*—any school whose grade structure falls within the 4-9 range, includes grades 7 or 8 and excludes grades in the K-3 and 10-12 ranges.

*norm-referenced test (NRT)*—tests that produce a score that tells how individuals/schools perform in comparison with other individuals/schools; LEAP NRT results (as reported by *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

*October 1 membership*—total number of students enrolled in a school on October 1, which is operationally defined by NCES as the first day of the academic school year.

*out-of-school expulsion*—removal (exit) of a student from school for a determined number of days with no provision of instructional services.

*out-of-school suspension*—student is temporarily prohibited from participation in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

*percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

*remedial course*—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are part-time or full-time) but do not carry degree credit.

